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ABSTRACT

To help bridge the gap between school and employment, the Moore-Norman Area Vocational-Technical School District (Oklahoma) developed an experience-based career education (EBCE) program for high school juniors and seniors and out-of-school youth between sixteen and twenty-one years. Project objectives included the following: (1) to serve 150 youth in the EBCE program each year by the third year of operation (during the second year, reported here, a total of 114 youth were served); (2) to place each student under the supervision of a learning coordinator for counseling and experience-site placement; (3) to award credit to participants toward graduation; (4) to develop the capacity to train staff in other school districts who wish to implement EBCE; (5) to develop experience-sites in the community; and (6) to organize an EBCE advisory council. The school administration used a Management by Objectives system to internally evaluate project management and staff. A third-party evaluation team conducted the external evaluation. Participants were administered six sub-scales of the Career Maturity Inventory and the Rotter I-E Scale in a pre- posttest control group design. Even though pre-test data indicated that the two groups were not equivalent, analysis substantiated the pre-hypothesis that personal growth and locus of control were significantly affected by the EBCE experience. Students and parents rated the program favorably. Overall, the third-party evaluation team concluded that the project objectives were met and offered several recommendations for further development. (EM)

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ED166369

ANNUAL INTERIM REPORT

Project No.: 502 AH 60010

Grant No.: G61-76-00968 (502)

Experience-Based Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

BEST COPY AVAILABLE

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Dr. Sam W. Kerr
Moore-Norman Area Vocational-Technical School
4701 12th Avenue N.W.
Norman, Oklahoma 73069

September, 1978

CE 018 260

U.S. DEPARTMENT OF HEALTH,
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OMB NO. 80-R0180

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT
Dept. of H.E.W., Office of Education

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.
G61-76-00968 (502)

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION
Moore-Norman Vo-Tech School
4701 12th Ave. N.W.
Norman, Oklahoma 73069

4. EMPLOYER IDENTIFICATION NO.
IRS #73-0953949

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.
9-1-88

6. FINAL REPORT
☐ YES
☒ NO

7. BASIS OF REPORT
☒ CASH
☐ ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year)
FROM 9 | 1 | 77 TO 8 | 31 | 78

9. REPORT PERIOD (Month, Day, Year)
FROM 6 | 1 | 78 TO 8 | 31 | 78

10. STATUS OF FUNDS	PROGRAMS - FUNCTIONS - ACTIVITIES (1)	(2)	(3)	(4)	(5)	(6)	TOTAL
a. Total outlays previously reported	123,494.						123,494.
b. Total program outlays this period	33,123.						33,123.
c. LESS: Program income credits	- 0 -						- 0 -
d. Net program outlays this period	33,123.						33,123
e. Total program outlays to date	156,617.						156,617.
f. LESS: Non-Federal share of program outlays	- 0 -						- 0 -
g. Total Federal share of program outlays	156,617.						156.617.
h. Total unpaid obligations	612.						612.
i. LESS: Non-Federal share of unpaid obligations	- 0 -						- 0 -
j. Federal share of unpaid obligations	612.						612.
k. Total Federal share of outlays and unpaid obligations	157,229.						157,229.
l. Total Federal funds authorized	175,909.						175,909.
m. Unobligated balance of Federal funds	13,520.						13,520.

11. INDIRECT EXPENSE a. TYPE OF RATE (Mark box)
☒ PROVISIONAL ☐ FINAL
☐ PREDETERMINED ☐ FIXED

b. RATE
4%

c. BASE
37,312.50

d. TOTAL AMOUNT
$1,492.50

e. FEDERAL SHARE
$1,492.50

12. REMARKS (Attach additional sheets if necessary)
On line 10L 175,909 was authorized but only 170,749. was actually received. On line M is the difference between actual cash received and line K.

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME	TITLE	TELEPHONE AREA CODE	NUMBER	EXT.
Clovis Weatherford	Supt.	405	3645763	203

SIGNATURE OF AUTHORIZED OFFICIAL
Clovis Weatherford

DATE REPORT IS SUBMITTED
9 - 20 - 78

HEW-601T

OMB NO. 80-R0187

REPORT OF FEDERAL CASH TRANSACTIONS

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT Dept. of HEW, Office of Education		
2. NAME OF GRANTEE ORGANIZATION Moore-Norman Vo-Tech School	4. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO. G61-76-00968 (502)	5. GRANTEE'S ACCOUNT NO OR IDENTIFYING NO. 9 - 1 - 88
STREET NO. AND NAME 4701 12th Ave. N.W.	6. LETTER OF CREDIT NO. N/A	7. LAST PAYMENT VOUCHER NO. ---------
CITY STATE ZIP CODE Norman, Oklahoma 73069	8. NUMBER OF PAYMENT VOUCHERS -----------	9. NO. OF TREASURY CHECKS RECEIVED 1
3. FEDERAL EMPLOYER IDENTIFICATION NO. IRS #73-0953949	10. REPORT PERIOD (Month, Day, Year) FROM 6 | 1 | 78	TO 8 | 31 | 78

11. STATUS OF FEDERAL CASH

a. Cash on hand beginning of period	$ 17,234.
b. Letter of credit withdrawals	$ - 0 -
c. Treasury check payments	$ 30,021.
d. Total receipts (Sum of Lines b and c)	$ 30,021.
e. Total cash available (Sum of Lines a and d)	$ 47,255.
f. Gross disbursements	$ 33,123.
g. Federal share of program income	$ - 0 -
h. Net disbursements (Line f minus Line g)	$ 33,123.
i. Adjustments of prior periods	$ - 0 -
j. Cash on hand end of period	$ 14,132.

12. THE AMOUNT IN ITEM 11j REPRESENTS CASH REQUIREMENTS FOR THE ENSUING 20 DAYS.

13. OTHER INFORMATION

a. Interest income	$
b. Advances to subgrantees	$

14. REMARKS (Attach additional sheets if necessary)

15. CERTIFICATION - I certify that to the best of my knowledge and belief this report is true in all respects and that all disbursements have been made for the purposes and conditions of the grant.

NAME Clovis Weatherford	TITLE Supt.	TELEPHONE AREA CODE 405	NUMBER 364-5763	EXTENSION 203
SIGNATURE OF AUTHORIZED OFFICIAL Clovis Weatherford		DATE REPORT IS SUBMITTED 9 - 20 - 78		

FOR AGENCY USE ONLY

FORM APPROVED, O.M.B. NO. 51-R1052

OUTLINE FOR PROGRAM PERFORMANCE REPORTS
VOCATIONAL AND EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA) PROGRAMS

1. PROJECT NO.: 502-AH 60010	2. GRANT NO.: G61-76-00968 (502)
3. TITLE OF PROJECT: Exemplary Project in Vocational Educ. - Experience-Based Career Education	
4. GRANTEE ORGANIZATION: Moore-Norman Vo-Tech School	5. PROJECT DIRECTOR: Dr. Sam W. Kerr
6. PERIOD COVERED: FROM September 1, 1977	TO August 31, 1978

7. ACCOMPLISHMENTS *(including significant findings)* DURING THIS PERIOD. *(Key to approved project objectives. For training programs, include progress made toward placement of trainees and institutionalization of programs.)*

See attached sheets

8. MAJOR ACTIVITIES AND EVENTS.

See attached sheets

9. PROBLEMS.* *(Describe any departures, including timing, from the original project plan; discuss special problems encountered or expected.)*

See attached sheets

10. PUBLICITY ACTIVITIES.* *(Itemize all newspaper or magazine articles or other published materials about your project. A copy of each item should be attached. List all visits to the project site by educators from other organizations.)*

See attached sheets

11. DISSEMINATION ACTIVITIES.* *(Describe method of dissemination; identify recipients of dissemination activities.)*

See attached sheets

12. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES.*

See attached sheets

13. OTHER ACTIVITIES.*

See attached sheets

14. STAFF EMPLOYMENT AND UTILIZATION.* *(Note any changes in staff personnel or staffing plans by additions, departures, or revisions of percentage of time or other commitments to the project.)*

See attached sheets

15. STAFF DEVELOPMENT.* *(Describe any inservice training for teachers, counselors, and supervisors and any other activities of a professional nature for project staff.)*

See attached sheets

* IF THERE IS NOTHING TO REPORT IN THIS SECTION, WRITE N/A.

16. PARTICIPANT CHARACTERISTICS:

FOR EDUCATION PROFESSIONS DEVELOPMENT PROGRAMS *(13.416, 13.417, 13.503, 13.504, 13.505, 13.506, 13.545, and 13.546)* PROVIDE THE FOLLOWING DATA FOR PARTICIPANTS:

PARTICIPANTS	AMERICAN INDIAN		ORIENTAL		NEGRO BLACK		SPANISH-SURNAMED		ALL OTHERS		TOTALS
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
EBCE Staff											
ADMINISTRATORS									2		
GUIDANCE COUNSELORS									1		
TEACHER COUNSELORS											
TEACHER MEDIA SPECIALISTS											
TEACHER TRAINERS											
TEACHERS										3	
PARAPROFESSIONALS		1									
OTHERS *(Specify)*										1	
SECONDARY[2]											
TOTALS		1							3	4	

[1] PARTICIPANTS FOR WHOM THE TOTAL PROJECT WAS DESIGNED

[2] PARTICIPANTS WHO RECEIVED PARTIAL, SHORT-TERM, OR INTERMITTENT TRAINING.

SIGNATURE OF PROJECT DIRECTOR: Samuel Kerr DATE: 9-20-78

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SUMMARY OF THE REPORT

Time period

This report covers the period from September 1, 1977 to August 31, 1978.

Goals and Objectives

The goal of this project is to help bridge the gap between school and employment by allowing high school juniors and seniors and out-of-school youth between 16 and 21 years to:

(1) become aware of the various places to work in the community.

(2) choose the places and the jobs they want to know more about based on their own interests, values, aptitudes, and abilities.

(3) spend up to 12 weeks at any one job site they have selected for exploratory purposes.

(4) move into a cooperative type situation if an area of interest is found which they want to pursue as a possible occupational choice.

(5) obtain counseling support, placement and follow-up in the work place.

The objectives identified to meet the goal described above are:

(1) to include 40 youth beginning January, 1977 from the Moore-Norman Area Vocational-Technical School District #17 who desire experience-based career education and

and to expand each year with a goal of serving 150 youth in the program each year by the third year of operation.

(2) to place each individual under the supervision of a learning coordinator based at the Moore-Norman Area Vocational-Technical School who will help identify the goals of each individual as well as their interests, abilities, needs, and values and place that individual at appropriate experience sites.

(3) to award credit toward graduation to students involved in the experience based career education program for each semester of time spent at the work site and with the learning coordinator.

(4) to develop the capability of training staff of other school districts in techniques for starting and implementing an experience-based career education program as well as improving existing cooperative programs.

(5) to enlist and analyze a cadre of experience sites in the community.

(6) to organize an EBCE Advisory Council for support and advise.

Results: Accomplishments

This fiscal year has been a period in which the operational procedures have been modified and refined. Several of these changes were instituted at the suggestion of the third-party in their evaluation. The third-party noted these changes in their report and from our perspective these changes have provided for greater efficiency in the day-to-day operations.

Another improvement was in the area of cooperation with local manpower agencies. We have maintained contact and have been very communicative with the local prime sponsor of CETA--Action, Inc.

Other significant accomplishments include the operation of a summer program, an exchange student program, and the sponsorship of an institute for vocational teachers.

The summer program was operated with one Learning Coordinator and the Counselor. Eighteen students were enrolled in this program with 1 being post-secondary and one was from other school district.

In April a student from Schaller, Iowa came to our project and was placed at an experience site for two weeks. Likewise, one of our students traveled to Cumberland Center, Maine to spend two weeks at a marine biology laboratory.

Forty-two persons enrolled in an institute at Central State University which was sponsored by this project. This institute was of six days duration and was directed toward teachers currently in cooperative vocational programs. The purpose was to acquaint these individuals with the EBCE program and to assist them with using parts of the EBCE program in their existing programs. We received excellent feedback from the participants as well as university personnel.

Evaluation

The project renewed its contract with Central State University for third-party evaluation of the project. The evaluation team was composed of the same members as previously and representing the following areas: Psychology, Guidance and Counseling, Secondary Education, and Vocational Education.

The project staff again developed a set of objectives (Appendix C) defining their goals for 1977-78. Management by Objectives is one of the integral components of Moore-Norman's overall management program. These objectives were used by the school administration to evaluate the project and its staff. The third party evaluation team also used these objectives in their evaluation.

As a part of the evaluation program, students were administered six sub scales of the Career Maturity Inventory and the Rotter I-E Scale. These tests were administered to all EBCE students and a control group from another high school on a pre-test(beginning of the academic year) and post-test(end of the academic year) basis.

Analysis of the results revealed several significant factors. The CMI - General Knowledge Sub Scale was analyzed using the difference between pre/post scores for each student. A *t* test for independent groups revealed significantly more improvement for the EBCE students. Analysis of the CMI-Knowing About Jobs Sub Scale found that the *t* test was significant for pre to post-test difference between means for the EBCE students.

Perhaps the most significant result from the data analysis was relative to the personal growth assessment using Rotter's I-E Scale. The t test revealed a significant difference between pre/post test score means. The indication is that there was little or no difference between the EBCE and control students on the pretest; however, on the post-test the data showed that the locus of control was significantly more external for the control students, while the locus of control for the EBCE student became more internal. This significant interaction resulted since the pre-testing, the control student's locus of control/became more external while the locus of control for EBCE students became more internal.

These data offer clear and substantial support for the pre hypothesis that personal growth and locus of control are significantly affected by the EBCE experience. The inference that can be made is that students moved from having others direct their decision making process (externally directed) to a point where they became more self-sufficient in this process (internally directed).

Other areas of the evaluation by the third party indicated favorable responses concerning the program by students. Parents rated the program highly. Also the third-party indicated that they were pleased with staff and administrative progress, particularly in the area of records management. They also indicated that a sensitivity to eliminate sex role stereotyping permeated the project personnel.

Conclusions and Recommendations

The third party evaluation team concluded that the project objectives were indeed met. The team observed that many of the positive outcomes of the project are not measured in the grant data presented. The team was unanimous in their conclusions that many positive relationships relative to attitudes, feelings, mutual respect, trust etc., were established between students and staff, as well as, among students. They concluded that this could not have occurred without a very competent staff.

Recommendations that were forwarded to the project staff were:

1. Continue the MBO System of Project Management.
2. An effort should be made to use resource people who will fully cooperate with the program requirements including areas such as completion of student evaluation forms and the provision of adequate supervision and guidance for each assigned student.
3. Based on the results of the Parent Opinion Survey, feedback to parents on student performance in the program, the amount of parent-staff contact and the amount of parent-parent contact should all be increased.
4. As new materials and instruments may be added, these should continue to be screened and monitored as in 1977-1978.
5. That in the final reports of the EBCE programs, case studies on a sample of the EBCE students be developed and reported to reveal the student affect and personal change dimensions of the project.
6. That a different school be selected from which the control group will be identified for the final year of the project. One should be selected which has more compatable demographics.
7. That future investigations be designed to assess the impact of each of the three components of the EBCE experience. It can be argued that personal counseling, learning management, and on-site experience are three separate and distinct variables. While the first, and most important task, is to demonstrate an over-all effect for the EBCE experience, it is absolutely essential that the relative contributions from each of the delineated variable, either alone or in combination, be assessed.

ACCOMPLISHMENTS

The Problem

The Experience-Based Career Education program at Moore-Norman Area Vocational-Technical School set forth in its original proposal the problem confronting most youth today - bridging the gap between school and employment. At the time the proposal was funded, Moore-Norman Area Vocational-Technical School was offering training in 22 different programs. However, there were and are young individuals, both in high school and out, that desire and need preparation in fields other than those available through the vo-tech school or regular high school. Also many youth would like to have the opportunity to explore different areas in the world of work prior to preparing for any specific area. Included in the proposal were the general strategies for implementing the EBCE program which was funded in Program Priority Area III of request for proposal, Federal Register, January 1976.

The following strategies were proposed for bridging the gap between school and employment by allowing students to (1) become aware of the various places to work in the community, (2) choose the places and the jobs they want to know more about based on their own interests, values, aptitudes, and abilities, (3) spend up to 13 weeks at any one site they have selected for exploratory purposes, (4) move into a cooperative type situation if an area of interest is found which they want to pursue as a possible occupational choice, and finally, (5) obtain counseling support, placement and follow-up in the work place. In addition to the above, assistance to existing cooperative educational programs was envisioned in order to utilize materials developed by EBCE pilot projects such as site analysis techniques and student learning plans. Also, this type of program with its individualized instruction and personalized education strategies was seen as an aid to help solve some of the problems faced by the disadvantaged or handicapped.

Goals and Objectives

The strategy to meet the needs of the youth described above is identified in the following general program objectives:

a. To include 40 youth beginning January, 1977 from the Moore-Norman Area Vocational-Technical School District #17 who desire experience-based career education and to expand each year with a goal of serving 150 youth in the program each year by the third year of operation.

b. To place each individual under the supervision of a learning coordinator based at the Moore-Norman Area Vocational-Technical School who will help identify the goals of each individual as well as their interests, abilities, needs, and values and place that individual at appropriate experience sites.

c. To award credit toward graduation to students involved in the experience based career education program for each semester of time spent at the work site and with the learning coordinator.

d. To develop the capability of training staff of other school districts in techniques for starting and implementing an experience-based career education program as well as improving existing cooperative programs.

e. To enlist and analyze a cadre of experience sites in the community.

f. To organize an EBCE Advisory Council for support and advice.

Results and Accomplishments

Students were recruited from Moore and Norman high schools using the following procedures:

1. Presentations to small group counseling sessions of 25 to 35 students.
2. Presentations to English classes with juniors and seniors in groups of 50 to 70.
3. Presentations to counselors, teachers, and administrators in the high schools.

The program began this year with 96 students, 8 of which were post-secondary. The students spent the first week in orientation sessions followed by two field trips. The average placement for a student at an experience site was approximately four weeks.

Many of the operational procedures were modified,and these refinements seemed to enhance the overall project operation.

Modifications included a new central filing system eliminating the need for several folders for each student. Also revised during the year was the format for the Experience Site Learning Guide. Beginning with the summer program a new card file system was initiated for logging student placements at experience sites. Thus far we are most pleased with the results of this change.

The enrollment for the summer program was 18, thus making a total of 114 young people served during this fiscal year. The summer project allowed the staff to try some innovations in the hope that a method of serving more students per Learning Coordinator would be found. The students met with the Learning Coordinator in small groups of 5 to 6. Although no final conclusions have been reached, it is the feeling at this time that this would increase by approximately 50% the number of students per LC without taking away from the individualization of the program. In disseminating the program this seems to be particularly important to school districts with limited funding.

During the fiscal year the number of cooperating community sites increased from 125 to 212. The available resource persons within these sites numbered 312. Most of these experience sites were used during the year, and very few sites dropped out of the project. We are attempting to conservatively use these sites so as to not impede their normal operations. The usual reasons for a site discontinuing its association with the project have been limited space and a change in personnel. Overall the situation in this area is very good.

Our advisory committee met on two occasions during the year. The first meeting was held in October with the second held during

March. The chairman selected by the group was Sgt. Art Marchessault of the Norman Police Department. Sgt. Marchessault represented the Advisory Committee on several occasions when the EBCE staff was making presentations to outside groups. In addition to its other duties, the advisory committee was instrumental in our relationship with the community sites and in helping maintain a good working basis with the community.

Another area in which one of the goals of the original proposal was met was the placement of students in cooperative training situations. During the year 10 students were placed in cooperative situations. Several of these were sponsored in public institutions through funds made available by Action, Inc. - - the local CETA sponsor. A good working relationship was established with this agency.

MAJOR ACTIVITIES AND EVENTS

Project Design and Procedures

The EBCE Program as adapted by Moore-Norman concentrates on the career exploration aspect of the EBCE model developed by Applachia Educational Laboratory. High school students in the Moore-Norman project may earn 3 units of elective credit per year for their participation. To earn these credits which are transferred back to their home school, they must participate an average of 15 hours each week for the school year. Credit may also be earned for one semester's participation.

The student's 15 hours of participation are divided into 12 hours at the experience site and 3 hours at the school. During the three hour session at the school the students meet with their learning coordinator and also participate in a small group counseling session.

In order to guarantee every student the opportunity to participate, transportation is provided for those needing it. Part-time personnel are employed to serve as drivers as the situation warrants.

Concentrating on the career explorative aspects of the AEL/EBCE model, Moore-Norman has developed a curriculum (see Appendix A) aimed at career and self-awareness, decision making, and the elimination of sex-role stereotyping.

An additional element was added to the program for 1977-1978. Listed under Program Enrichment Activities in Appendix A, this element featured a monthly meeting of all EBCE students. The session was three hours in duration, replacing one day each month at the experience site. This day was divided into three parts. The first segment featured a special speaker concerning him/herself with a motivational topic. The other two segments featured speakers in various occupational areas. Three areas were spotlighted each month, with each student selecting two presentations to attend.

The EBCE counselor was responsible for conducting the small group sessions each week. Three such sessions are held each day throughout the week. The content of these sessions is listed in Appendix A.

Instructional Strategies, Methods, and Techniques

Moore-Norman has patterned its instructional strategies, methods, and techniques after those developed by the Appalachia Educational Laboratory. The employer orientation and recruitment techniques follow those enumerated in the Experience Site Analysis Manual prepared by AEL. In order to develop meaningful and motivational activities for students at experience sites, it is necessary to identify the potential learning experiences that exist at the site. In order to facilitate the compilation of this information, the AEL/EBCE Experience Site Learning Guide is used. Information gathered in full prior to the placement of students is used to help the students in selection of experience sites.

In order to determine student interests, goals, aptitudes, and needs, applicable sections of the AEL/EBCE Student Program Guide and Student Career Guide are used with an individualized student learning plan being assembled. Additional information added includes behaviorally stated objectives for that individual. Objectives vary from individual to individual depending upon his/her goals and may change from time to time as an objective is reached or as goals change.

The Moore-Norman EBCE program is committed to the following strategies as they relate to each of the enumerated areas of concern:

1. AEL/EBCE site analysis technique as developed to include the following:
   ...Establishment of an advisory council specifically for the Experience-Based Career Education.
   ...Enlistment of a representative cadre of cooperating experience sites.
   ...Analysis of each site and production of Experience Site Learning Guide.
   ...Categorization of job placements in Worker Trait Group Clustering System.
   ...Establishment of a central control function for handling of site placement.
2. Employer orientation and recruitment techniques are pursued according to the processes and procedures developed by AEL including the following:
   ...Experience site administration personnel are the main contact persons, and primary site people are given an explanation of the purpose and operating procedure of the program to initiate site cooperation with the program.
   ...Resource persons (those employees with whom students are placed) receive an initial orientation to the program before their particular job is analyzed.
   ...Explanatory materials are provided throughout the

developmental period and on-going operation, both upon request and as a routine function of operation.

...The "Guide for Resource Persons" is given to all cooperating persons.

...Formal individualized orientation and awareness sessions are conducted for cooperating sites and personnel. These sessions focus on three areas. One area is an in-depth explanation of how the program works. A second area includes strategies to encourage individuals, both male and female to enter non-traditional work roles. A third area is to gather feed-back from the experience sites and the Resource Persons regarding the on-going operation of the EBCE program.

3. Individual student learning plans with behaviorally-stated objectives are developed for all students.

...The learning plan includes a work schedule including specific types of work activities.

...Group discussions are held with other participants regarding problems encountered.

...Individual conferences are held with their learning coordinator.

Student Population, Project Staff, Instructional Staff

Sources of participants for the EBCE program are the 11th and 12th grade classes of Moore High School and Norman High School, plus out-of-school youth, 16 to 21 years of age, including those referred to the program by CETA and other Manpower agencies. Moore is a suburb located at the south edge of Oklahoma City with its school district extending into Oklahoma City and with a school enrollment of approximately 13,000. Norman is a city with city limits immediately south of Moore with more than 9,000 students in the public schools. The two school districts comprise the Moore-Norman Area Vocational-Technical School District No. 17 with a total population of more than 100,000 persons.

The program's staff is comprised of a project director, coordinator of operations, 3 learning coordinators, counselor, site analyst, and secretary. All staff members are employed full-time with the exception of the project director who has other duties with other programs. Also, the coordinator of operation's duties were divided to enable him to serve as a learning coordinator on a part-time basis.

In addition to the normal functions of the project several additional activities were sponsored. During the spring semester the project hosted a student from an EBCE project in Iowa. Also one of our students traveled to Cumberland Center, Maine to explore an occupational area unavailable in this geographic area.

Also sponsored was an institute for teachers designed to teach methods used in EBCE that could be adapted to other situations, particularly cooperative education programs. Forty-two teachers participated in this six day workshop held at Central State University, located at Edmond, Oklahoma. Good feedback was received from the participants.

PROBLEMS

During this year two problems of significance have arisen. The first involved the transportation of students to experience sites. At one point two vehicles were being used with three part-time drivers employed. During the first semester we averaged transporting 20 students per day with approximately 250 to 275 miles driven each day. This large amount of mileage was due to the large land area in the metropolitan area.

A second problem relates to the dissemination aspect of the project. In the State of Oklahoma, no real commitment has been made to career education. Although all of the educational leaders indicate support for our project, none of them seem to see where it might fit into their area of concern. However efforts to disseminate information to schools on a statewide basis have been formulated and are proceeding.

PUBLICITY ACTIVITIES

Publicity efforts this year can be categorized into three areas: publication of a newsletter, newspaper articles, and presentations to outside groups and agencies.

During the year four newsletters were published. Also the Moore-Norman staff was responsible for one issue of the AEL/EBCE National Newsletter. Copies of these newsletters appear in Appendix B .

The project continued to receive good coverage by the local newspapers and also received coverage by the official publication of the State Department of Education (see Appendix B).

A number of presentations were made to educational organizations, service groups, and civic organizations. A list of the presentations are listed in Appendix B .

DISSEMINATION ACTIVITIES

Dissemination efforts this year may best be described as being on the informational level. The efforts in this area primarily consisted of making presentations to groups of educators and education - affiliated groups.

A major project in dissemination this year was "Operation Exposure" an institute held at Central State University to train educational personnel in EBCE methods and concepts. One of the aspects of this institute was to encourage teachers currently in cooperative vocational education programs to adapt and adopt EBCE methods and concepts. The final session featured a period when the teachers were allowed to break into groups according to teaching area and interact with the state supervisor of that particular area. It was our feeling that this was a very useful feature.

One of the more notable presentations was to the Director and staff of the State Department of Vocational-Technical Education. It was our hope that it would be possible to arrange funding for future EBCE programs. Although most of those in the meeting were favorable concerning the need for EBCE, it was their consensus that funding of "EBCE" type programs should be from another area.

Other groups of particular note receiving presentations were the State Advisory Committee for Career Education, the Oklahoma Career Education Conference, Oklahoma Association of School Business Officials, and the Secondary Guidance Conference.

Once again education classes at nearby colleges and universities have had presentations as well as several civic and womens organizations.

Assistance was offered to several districts considering implementing an EBCE project. We were able to give assistance to the Mexican-American Culture Center in Oklahoma City. They offered an "EBCE" type program to their summer youth clients.

In addition to the activities mentioned above, numerous contacts have been made with various officials in the State Department of Education.

DATA COLLECTION AND EVALUATION

Internal Evaluation

The State Department of Vocational-Technical Education has implemented a Management By Objectives (MBO) System. Moore-Norman Area Vocational-Technical School as a part of this system has developed this program throughout the school. EBCE developed a set of objectives for the project as well as for the individual responsibilities within the project.

Once again the feeling of this being an excellent system prevails and provides for excellent managerial controls. The staff feels comfortable with this situation, and it corresponds to the method of evaluation used throughout the school.

Third Party Evaluation

Once again the third party evaluation was prepared by Central State University. We feel that the evaluation prepared represents a fair appraisal of our operation. The entire evaluation may be examined in Appendix D .

STAFF EMPLOYMENT AND UTILIZATION

Our staff has remained intact throughout this year. The position of secretary was vacant, at the beginning of this contract year but was filled shortly thereafter.

At the close of the contract year our staffing was as follows:

Dr. Sam W. Kerr	Project Director
David W. Roberts	Coordinator of Operations
Margie Miller	Learning Coordinator
Barbara Tricinella	Learning Coordinator
Norma Whittemore	Learning Coordinator
Dr. Sam Fluck	Counselor
Debbie Hazelbaker	Placement Coordinator
Lollie Lenker	Secretary

All of the above are fully committed timewise to the EBCE project with the exception of the project director, who works with the program on a part time basis. The Coordinator of Operations, David Roberts, spent approximately one-half time on administrative and managerial tasks and one-half time as a learning coordinator.

STAFF DEVELOPMENT

During this year all of the professional staff have been involved in formal course work on a graduate level. In addition to these activities several in-service training sessions have been held.

The site analyst participated in a 3-day training session conducted by Appalachia Educational Laboratory. Two of the staff members participated in the Second Annual AEL/EBCE Network meeting in Madison, Wisconsin. Another staff member attended the National Dissemination Forum held in Arlington, Virginia.

It is believed that the staff has developed a high degree of competence in the delivery of the EBCE program. Without exception there is a high degree of commitment to the project and the concepts it represents.

SUMMARY OF CONCLUSIONS

As we have reviewed the second year of operations, it is believed that the major objectives set forth in the original proposal have been met thus far. We believe that this project has facillitated students in their quest to bridge the gap between school and work.

This has been a year to refine the operational as well as the instructional processes. A number of these refinements have been mentioned by the third-party-evaluation team.

We have sought to cultivate working relationships with local manpower agencies, yet we anticipate further development of these relationships as we strive to accomplish many of the same goals.

One of the original objectives was to disseminate EBCE technique so as to facillitate improvement in existing cooperative programs. Through the institute conducted at Central State University, we believe this was accomplished.

The third party evaluation reflected that the project had indeed met the objectives originally outlined. Through the testing program it is felt that some significant growth occurred in several respects. Continuation of that program along with an added component is expected to yield further evidence of the significance of this program.

We continue to evidence strong community support and participation. Another component of the program that deserves note is the counseling component. Student and parent feedback was very strong regarding this phase of the program.

In regard to dissemenation efforts, good effort has been expended though somewhat barren in results. However, it must be noted that these efforts are not believed to be futile and that progress in this area is expected.

Problems regarding transportation and dissemination were mentioned earlier in the report. However, neither of these are expected to represent major barriers in the future.

Finally, the enthusiasm of the staff and the school's administration remains at a high level. The elected board governing the school has remained constant in its support. We happily reaffirm our belief that programs of this nature are invaluable to the youth in today's schools.

APPENDICES

Appendix A

CURRICULUM OUTLINE
Moore-Norman Area Vocational-Technical School

Experience-Based Career Education

I. ORIENTATION TO EBCE

A. Introductions and Program Guidelines
B. Tests
C. Introduction to Student Program Guide
D. Introduction to Student Career Guide
E. Self-Assessment
F. Initial Site Placement

II. STUDENT CAREER GUIDE

A. Finding The Right Job For You
B. Relating Your Values to Work
C. The World of Work
D. Your Career Growth

III. COUNSELING ACTIVITIES

A. Decision-Making
B. Development of Personal Competencies
C. Self-Assessment and Clarification of Values
D. Elimination of sex bias
E. Sex-role stereotypes

IV. EXPERIENCE SITE ACTIVITIES

A. Researching Careers
B. Personal Safety
C. Your Progress on the Job
D. Exploring Careers

V. STUDENT AWARENESS PROJECTS

A. Working at Human Relations
B. Awareness of Consumer Responsibilities
C. Planning Your Future Responsibilities

VI. PROGRAM ENRICHMENT ACTIVITIES

A. Motivational and Career Speakers
B. Field Trips
C. Special Projects

EBCE COUNSELING ACTIVITIES

The EBCE staff perceives counseling as an integral component of the program. In order for counseling to be optimally instituted, it is mandatory that the goals and implementation stratgies be stated, available, and understood by the entire staff. This fosters the intended idea that counseling is an on-going and all encompassing phenomenon.

Counseling does not reside exclusively with the EBCE counselor. It should pervade and be infused in all EBCE staff contacts with the student - from the secretary to the project director.

As a postscript to this introduction, the EBCE staff chooses to use the term counseling rather than guidance in describing that aspect of our program. "Guidance" implies a process of controlling or guiding an individual whereas "counseling" implies dealing more with the individual and allowing him to experience himself with the outcome being intrinsically determined.

I. GENERAL CONSIDERATIONS

A. To help the student bridge the gap between formal education and the world of work.

B. To give the student some interpersonal skills to deal with supervisors, fellow workers, and the work community in general.

C. To provide the student various experiences which will aid him/her in learning the decision-making process.

D. To assist students in developing basic living skills and an appreciation for life long learning.

E. To expose students to a variety of careers and occupations.

II. COUNSELING GOALS

A. Develop decision-making skills

B. Develop appropriate vocational, occupational, and educational competencies.

C. Develop an awareness of self - values, interests and aptitudes.

D. Eliminate sex bias and sex role stereotyping.

E. Develop an awareness of a variety of careers and occupations.

III. IMPLEMENTATION STRATEGIES

A. Decision making

1. Valuing and values clarification
2. Inquiry method
3. Setting goals -- short terms vs. long term

B. Development of competencies

1. Attitudes toward work
2. Personal appearance, hygiene, and comportment
3. Life-long learning
4. Human relations skills

C. Self-assessment and clarification of values

1. Assess interests
2. Assess aptitudes
3. Inspect attitudes
4. Values clarification

D. Eliminate sex bias

1. Legal aspects and legislation
2. How to deal with attitudes of others
3. Affirmative action programs

E. Sex-role stereotypes

1. Historical perspectives
2. Self-fulfilling prophecy

F. Awareness of various career fields

1. Attend 14 different career field discussions
2. Special field trips
3. Choosing a variety of sites

Appendix B

On-Job Training

Chester Fonner, center, found a law enforcement career more difficult than he had anticipated when he worked with Oklahoma County Sheriff Gene Wells, right, and deputy Russ Higbie, left, in a new Experience-Based Career Education program recently.

Career Education Work Gives Unique Experience

Journal 10-6 77

When Chester Fonner reported for "work" a few weeks ago at the Oklahoma County Sheriff's Office, he expected to find the stereotyped gun-toting sheriff and deputies.

"Instead, I found the sheriff and deputies in business suits. They reflect a more professional law enforcement department than many people would imagine," Fonner says.

Fonner is not really employed at the Oklahoma County Sheriff's office, but he is getting an inside look at a prospective career for the future, in law enforcement and corrections.

Fonner is a student in Experience-Based Career Education (EBCE) at Moore-Norman Vo-Tech School, an exploratory program in which he is able to actually observe and participate in work situations — some actual experience on which he will base his own decisions about a career.

Fonner is enrolled at South Oklahoma City Junior College in corrections, but he chose also to enroll in the EBCE program at Moore-Norman Vo-Tech because it is a chance to put the books aside each afternoon and take an inside look at the field.

At the Oklahoma County Sheriff's office, Fonner was assigned to deputy Russ Higbie with whom he kept pace afternoons for two weeks.

Of the first day in the sheriff's office, he recalls, "I just had to stand back and get adjusted to it. There was activity everywhere — people crowding the halls. It was hard to see how the office could function."

Fonner had to adjust quickly, for Higbie's schedule had to go on routinely.

"I have gone into the courtroom and helped with arraignments, and have escorted prisoners" among the other routine activities of the deputy, Fonner says. He has also seen the tons of paperwork that is a part of the work of the sheriff's office.

There is just no way that he could have learned about the real functioning world of the sheriff's office without having experienced it, he thinks.

Deputy Higbie lauds the program as "a bridge between the working guy and the student who thinks he wants to enter that field."

The EBCE program is a federally funded project in which students from 16 to 21 pursue an inside look at a job field that they think they might be interested in. Other experiences Fonner will log as an EBCE student will be with other law enforcement agencies and corrections institutions in Cleveland and Oklahoma counties.

School sets Career Day

Tran 9-26-77

A talk by a widely known psychiatrist and small-group discussions with professionals in three career fields will highlight the Career Day activities for students in the Experience-Based Career Education program at Moore-Norman Vo-Tech School.

"Getting in Touch With Yourself" will be the topic of psychologist Dr. Vernon Sisney when he speaks Wednesday before about 90 students, who are exploring their own career possibilities through the EBCE program.

Following Sisney's talk, the students will learn more about various careers from small-group discussions with Nancy Pelley, a Certified Public Accountant in business in Moore; Keith Mullins, director of the laboratory at Moore Municipal Hospital, and Gene Akin, chief of the City of Norman Fire Department.

Students Experience Job Careers

By DORIS WEDGE

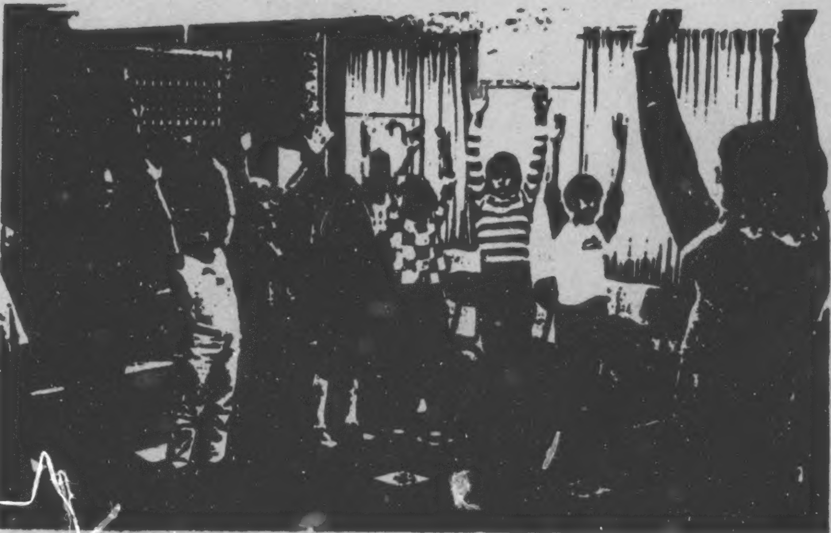
"What do you want to be when you grow up?"
"What do you plan to do when you get out of school?"

EBCE STUDENT JOHNNY LYONS, who is investigating careers in which he can work with animals, observes as Dr. J. B. Mortimer performs surgery on a dog.

The first is a question often asked of youngsters and the answer is of little consequence. "Doctor," "nurse," "fireman"—the answers usually are the result of some recent influence in the child's life.

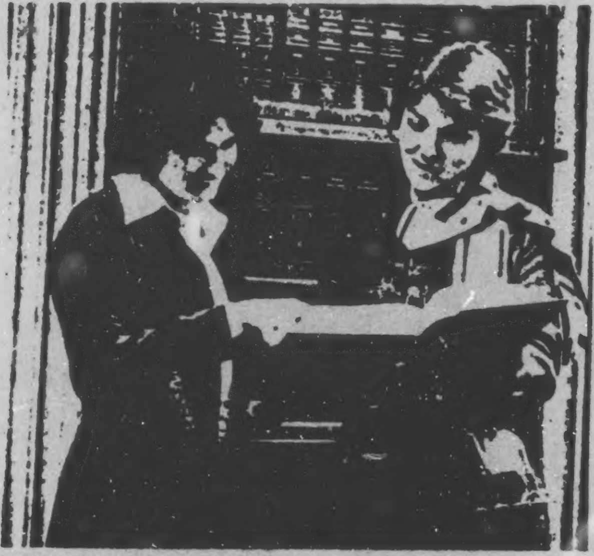
But let that same youngster be asked the second question when she or he reaches 16 or 17 and the answer is expected to have some solid basis. Yet often, the answer really reflects little more knowledge about the job or career than evoked an answer from a six-year-old.

Experienced-Based Career Education (EBCE) at Moore-Norman Area Vocational-Technical School is a program that gets to the root of that problem by offering young people some experiences that will help them answer not only the questions their parents and friends are asking, but more importantly, to answer the questions they are asking themselves.



DIRECTING A RHYTHM exercise for fourth grade students at Southgate Elementary in Moore is an experience that Bobby Miller will use when making career decisions. His resource person at Southgate is Jenann Yeager.

How do you really know if you would make a good meteorologist or if meteorology is a career that you could enjoy? By watching the 10 o'clock weather report? Ideally, you would spend some time with a meteorologist—find out under what conditions a meteorologist works, when he or she works and the variety of jobs that are available in that field.



PAM VESTAL (left), interested in a career in law or politics, learns more about research that lawyers must do from her resource person, Attorney Catherine Holland.

Ideally, also, you would have an opportunity to learn more about yourself—to find out if you really had the aptitude and interests that fit in with a life in meteorology.

It is that premise on which EBCE operates—giving students the operation to check out some of their assumptions about themselves and about their future careers.

EBCE is a three-year implementation and demonstration project funded through the U.S. Office of Education with discretionary monies of the U.S. Commissioner of Education for programs of national priority. One of 40-some such federally-funded programs in the nation, EBCE at Moore-Norman Area Vo-Tech School is the only project in Oklahoma.

The criteria for enrollment in EBCE are being between the ages of 16 and 21 years and having a minimum of 15 hours a week in which to participate in the program. Students in school at Norman and Moore High can earn three units of elective credit per school year. Students pay no tuition and receive no pay for their experience site encounters.

There are 96 EBCE students this semester, and the program is designed to offer a different course of study and exploration for each student. Prior to beginning their site exploration, students are given a battery of tests to determine their level of decision-making abilities, values, career maturity and attitudes toward the world of work. Their personal interests and aptitudes are also explored.

Then each student with the help of a learning coordinator sets up a tentative schedule of experience sites which suit their interests and begin their variety of experiences. Nearly 200 individuals in the business and professional community have been recruited as possible resource persons for students.

"Each EBCE student has an individually prescribed course of exploration which is geared to that student's wants, needs and abilities," project director Dr. Sam Karr emphasized.

See "Community" on Page 8

Community Cooperates with Students

(Continued from Page 5)

Each student spends three hours per week "in house" meeting with their learning coordinator and in group counseling sessions where the EBCE counselor helps the students explore their attitudes and values.

At the experience site, the student is supervised by a resource person but is visited regularly by the learning coordinator. Students can stay from one to 12 weeks at a site before moving to another experience site for more exploration. At each site the student completes an assignment designed by the learning coordinator.

THE FBI'S TEN MOST WANTED FUGITIVES

THE FBI'S "10 Most Wanted" list explained by Cleveland County Sheriff Bill Porter to EBCE student Chester Fonner who is exploring careers in law enforcement and corrections.

"The heart of the program," according to program coordinator David Roberts, "is the activity sheet which structures the student's learning activity at each site."

The activity sheet is designed not only to help the student better understand the experience site, but to help the student get a clearer picture of his or her own interests and abilities.

Activity sheets differ with each student and each experience site. For example:

A high school senior who is interested in becoming a music teacher developed three lesson plans for a fourth grade music class and then conducted the lessons under the supervision of his resource person.

A young woman who is interested in a career in law or politics spent three weeks at Governor Boren's office working with an administrative assistant doing legal research.

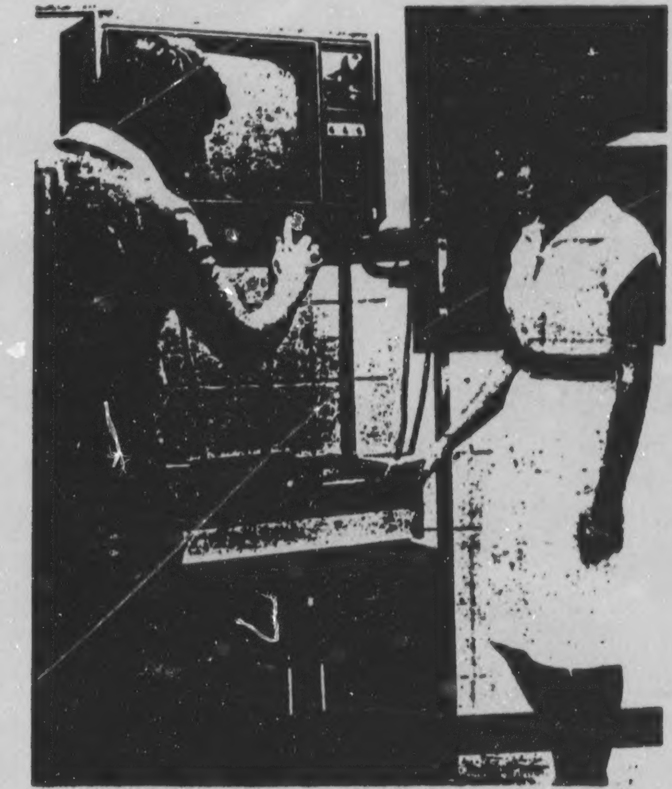
Most EBCE students use the program's "Student Career Guide" as a tool for a structured evaluation of their own insight into each job site as they study working conditions, business organization, training necessary for that field, the availability of work and the future prospects for jobs in that field.

Oftentimes, students who have what might seem to be a rather narrow line of interests find that there are a multitude of careers calling for that same interest.

One young individual who wants to work with animals is getting an inside look at the work of a veterinarian who deals with large animals, another veterinarian who specializes in small animals, jobs at the Oklahoma City Zoo and jobs in wildlife conservation.

A student interested in clerical work is exploring the functions of clerical employees in large and small offices, including the specialized clerical skills called for by the legal and medical professions.

The cooperation of individuals in the community is an essential part of the EBCE program, Dr. Kerr points out, since the resource person must be willing to take time to help the student understand the career field being explored.



TERESA DIGGS is interested in a career in the audio/visual media field and explored jobs at Kirkpatrick Planetarium before beginning a study of the function of the media department at Moore-Norman Vo-Tech School with media specialist Gerald Menasco as resource person.

The EBCE staff at Moore-Norman Area Vocational Technical School is composed of three full-time learning coordinators, another learning coordinator who also acts as coordinator of operations, a site analyst whose job it is to recruit experience sites and coordinate the placement of students, a full-time counselor and the project director. All EBCE staff members are professionally certified educators.

If you would like more information about the implementation and evaluation of the EBCE project, contact David Roberts, EBCE Program Coordinator, Moore-Norman Area Vocational-Technical School, [illegible] Twelfth Avenue NW, Norman, OK [illegible]. ●

Career Day set at school

Trans 11-29-77

Speakers representing four professions are scheduled for Career Day Activities Wednesday at Moore-Norman Vo-Tech School.

Career Day is held monthly for students in the Experience Based Career Education program to give them additional opportunities to meet and learn from people involved in a variety of careers, said information officer Doris Wedge.

Principal speaker will be Dr. W. R. Corvin, vice president of Will Rogers Bank in Oklahoma City. Others leading small-group discussion sessions will be Wyman Straughan, postal careers; Spencer Reed and Lt. William Spence, careers in electronics, and Leon Brining, careers in pharmacy.

Straughan and Reed are members of the Board of Education at Moore-Norman Vo-Tech School.

Career day set

Trans 10-23-77

"The Team Concept of Work" will be the topic of Dave Bliss, head OU basketball coach, when he speaks at Moore-Norman Vo-Tech School Wednesday.

Bliss will be the principal speaker at Career Day activities for students in the Experienced-Based Career Education program.

Others conducting small-group discussions on career fields will be Lahoma Nelson, of the Norman Police Department; Steve Sisney, chief photographer for The Norman Transcript; Jim Maisano, counselor at Plaza Towers Elementary School in Moore, and Pat Ross, director of elementary counseling for Moore Public Schools.

Exchange program in its infancy

Times 4-6-78

Iowan visits veterinarian to learn

By Perry White

Marcia Stille, a Schaller, Iowa, High School senior who lives on a farm with her mother and four brothers and sisters, thinks she might be interested in becoming a veterinarian specializing in large animals.

Thanks to the Experience-Based Career Education program at her local vo-tech school, and a newly-created exchange program, Miss Stille is now visiting with a Norman area veterinarian and his wife.

Miss Stille flew to Oklahoma from Iowa on March 27 and has been staying with Dr. and Mrs. Paul Peterson northwest of Norman. She is one of the first in the nation to take advantage of the program.

By the time Miss Stille flies back home to Iowa on Saturday, she will have a good idea of what Dr. Peterson does in his work and what will be required in an educational program to become a veterinarian herself.

So far she has observed or helped Peterson in surgery on a horse, helped to set a broken leg on a colt, wormed horses, sewed up one goat and dehorned another, and chased a cow they couldn't catch.

David Roberts, coordinator of operations at the EBCE program at Moore-Norman Vo-Tech which is supervising Miss Stille's work while she is here, said the exchange idea was created only last year at a national conference in Kansas City.

Roberts said this is the first year of operation for the exchange part of the program and that only 41 EBCE projects over the nation presently are involved.

The Moore-Norman Vo-Tech School is the only vocational-technical school in the nation directly involved, he said, although some vo-tech schools are administering the exchange program through their state departments of education.

Of the 41 projects, 33 are being offered by high schools, he said. Miss Stille is the first one to come to Oklahoma and so far, no one from Oklahoma has gone to another location through the program.

Miss Stille said she is the first one to take advantage of the exchange arrangement from her vo-tech school, and she thinks it is great.

Peterson said the exchange program works better than the local EBCE program because the student is able to experience more and see more of what goes on.

He has had several Norman and Moore vo-tech students visit with him in his work. But they are usually with him only at specified hours on certain days of the week, he said.

Miss Stille said she has fallen in love with some of the horses Peterson is treating. But she said one of her older brothers told her before she left Iowa that she was not to bring back any horses.

She said from what she has seen and experienced so far, she would like to continue in her efforts to become a large-animal veterinarian.

She might have to come back to Oklahoma to practice, however, because there isn't much demand for large animal care in Iowa, she said.

Roberts said he is hopeful there will be some Oklahoma students interested in the program and who might want experience in marine biology or other career tied to special geographic conditions.

Many schools that could offer the exchange program are holding off until they see how it works, Roberts said. But here it seems to be working well already, he said.

Times staff photo by Perry White

Marcia Stille checks the cast on the broken leg of a colt

Career help set

Trans 6-4-78

Helping young people make career decisions and clarify values is the goal of a summer project in Experienced-Based Career Education at Moore-Norman Vo-Tech School.

The project is open to high school juniors and seniors, who can earn a unit of elective credit, and to others through 21 years of age. There is no charge for the EBCE program.

In the EBCE project, students have a chance to do some in-depth exploration of career fields by observance and participation in work experiences at sites the student selects from about 250 possibilities. These experience sites represent the full range of occupations available in the local area, according to the project coordinator, Davis Roberts.

The students will work directly with a resource person at each site who will help the student develop insight into the career field. Students must be able to provide their own transportation to the experience sites.

EBCE students will also participate in testing [illegible] which will be geared toward career decision-making and values clarification, [illegible] said.

For more information, call the EBCE project at Moore-Norman Vo-Tech School, [illegible].

Vo-tech offers program to aid in career plans

Monitor 6-23-78

Helping young people make career decisions and clarify values are the goals of a summer project in Experienced-Based Career Education (EBCE) at Moore-Norman Vo-Tech School.

The project is open to high school juniors and seniors, who can earn a unit of elective credit, and to others through 21 years of age. There is no charge for the EBCE program.

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The students will work directly with a resource person at each site who will help the student develop insight into the career field. Students must be able to provide their own transportation to the experience sites.

[illegible] will also [illegible] and counseling which will be geared toward career decision making and values clarification, Roberts said.

For more information, call the EBCE project at Moore-Norman Vo-Tech School, 364-5763.

Student explores marine biology

Back from a marine biology tour in Maine is Norman High senior Lori Culpepper. Transcript Photo by Steve Sisney)

Lori Culpepper has thought since she was 8 or 9 years old that she would like to be a marine biologist — ever since she read about the killing of whales and wanted to do something about whales becoming extinct.

But living inland, there aren't many opportunities to learn about the work of a marine biologist except out of books or from television.

But Lori got her chance a few weeks ago when she spent two weeks in Maine as an exchange student through the Experienced Based Career Education program in Cumberland.

It was an exciting two weeks — visiting a floating lab, participating in a whale watch, going to the New England Aquarium in Boston and seeing the layers of sea life in a four-story aquarium.

She also got to meet marine biologists and learn about their jobs, and to sit in on classes like she will have to take if she gets a degree in marine biology.

Lori is a student in EBCE at Moore-Norman Vo-Tech School, which gives students a chance to check out their interests and aptitudes and learn before they make career decisions.

"I was interested in learning about marine biology, but I also wanted to check out a lot of other careers," she said.

During the past school year she had job experience in the herpaterium at the Oklahoma City Zoo, in a photography studio, working in a classroom with a kindergarten teacher and learning about the careers available at the Severe Storms Lab.

"I wanted to explore a lot of things, and EBCE let me do that, but there just wasn't any way I could learn about marine biology in Oklahoma."

Then one day Lori saw a newsletter from an EBCE program in Cumberland, Maine, and an article talking about their exchange program and the spark of interest grew.

"I talked to my learning coordinator, Mrs. (Norma) Whittemore, and she told me to write the Cumberland EBCE program and see what I could find out."

Lori wrote and got back an enthusiastic letter about the possibility of her exploring a marine biology career through their contacts. Lori made all of the arrangements, including getting permission to miss two weeks of classes at Norman High.

"They made arrangements for me to stay in the homes of EBCE students and to take a trip on the aqua lab. Unfortunately the aqua lab was broken down while I was there. That was disappointing, but they made special efforts to help me see and do other things."

One of the most exciting events of the trip was participating in a whale watch.

"We saw a lot of whales — they are just huge. During the mating season, they 'breech,' leaping out of the water, and it was exciting to watch them. One of them swam right under the boat, and that was kind of scary, but when he surfaced again, he was probably 200 yards from the boat."

Lori is even more interested than ever in a career in marine biology, but there are several years of preparation ahead of her before it becomes reality. First, she must finish her senior year at Norman High.

"Then I think I will go to OU and get my basics out of the way and then go to some school that has a really good marine biology program."

On-the-job experience provided

Times 8-[illegible]-78

Students receive career information

High school students who have narrowed their career choices down to several possibilities, or don't have any idea yet what they want to do, can find the Experienced Based Career Education program at Moore-Norman Vo-Tech a valuable aid.

The program is a pilot project in Oklahoma and presently the only one in the state, program leaders said. A meeting held Wednesday with businessmen and representatives of various organizations helped to acquaint prospects with what they can do to help the students.

David Roberts, program coordinator, said the program establishes job orientation positions with businesses and organizations who volunteer. Then students who think they would like to find out more about a particular job or field are assigned to those businesses on a part-time limited basis.

Roberts said it is the responsibility of the business to acquaint the student with what is involved in the work they represent, giving them an experience of advantages and disadvantages.

He said the businesses are urged, whenever possible, to give the students a chance to actually do some of the work and then evaluate their attitudes, willingness to learn, appearance and other characteristics.

Roberts and others on the staff said the program is working well so far and has helped many students to decide to enter or not enter some of the careers they were considering.

Helpful criticism from businessmen and others are sought, Roberts said, so the program can be improved. He put special importance on the evaluation of the students by businessmen. The students look for these evaluations and can use them for self improvement and help from the program's staff.

The program also provides insurance coverage for the student including travel to and from the job and liability on the job site.

Vo-tech sets program

Times 8-8-78

Moore-Norman Vo-Tech School's Experience Based Career Education Program is expected to have about 120-125 active students enrolled this fall, an increase over last year, said Margie Miller, learning coordinator.

The program places students in various businesses and institutions in the area so they can learn through actual experience what the jobs in those organizations are like, Ms. Miller said.

She said students enrolled in the program this fall are being assigned now. They will become active following the beginning of classes on Aug. [illegible].

Meetings have been scheduled Aug. 23-24 between the program's staff members and those in the business and organizational world who will direct the learning experiences of the students, she said.

"The purpose of these meetings will be to discuss student involvement on the site, requirements of the students and handling problems," Ms. Miller said. She said the sessions will seek suggestions from the resource persons on how [illegible] can be more valuable in [illegible] and the organization [illegible] they are placed.

[illegible] on Aug. 23 will be a [illegible], and on Aug. 24 an [illegible] will be followed by [illegible]. Both will be held in the Seminar Room at the Vo-Tech School.

EBCE NEWS

Experience-Based
Career Education

Volume 1, Number 3 October 1977

Noted Psychiatrist Presents Discussion On Human Defenses To Vo-Tech Students

Dr. Vernon Sisney, psychiatry is only one of his specialties. An Oklahoma City resident and a noted psychiatrist, Dr. Sisney is recognized as a man of wisdom, knowledge, and a knack for relating to others.

Dr. Vernon Sisney illustrates his feelings while gesturing with his hands throughout his discussion with Moore-Norman Vocational Technical students Sept. 28.

Through examples and citing of facts, Dr. Sisney presented a discussion on human defenses, Sept. 28, for Moore-Norman Vocational-Technical students.

Among these defenses are anger and frustration. Realizing people can go on frustrated endlessly, Dr. Sisney said people should "get their self-esteem off the line. This is the most important thing in life."

"Anger is part of life, frustration manifests anger, anger is here to stay."

When angry, he suggests that people "admit their anger and then ask: 'Why am I allowing this to bother me so much.' If you do this you will find it is your ego that is letting it upset you." He also suggests not to become too agressive when angry.

Another subject mentioned in his discussion was the educational system: "You go to school and don't learn much, then you have to go out and learn it on the job."

He favors a "theory and learning" system here in EBCE. He feels as John Dewey once said: "You learn by doing."

Based toward students and the near future, his discussion also touched the subject of marriage. In a joking manner, he stated "Marriage is wonderful, it's that living together afterwards that's tough. In marriage, you should say 'I don't go by what's right, I just go by what's fair, I just go by what is.

Also speaking the same day on their field of work and requirements to enter these occupations were Mr. Claude Akin, Fire Chief of Norman; Ms. Nancy Pelley, certified public accountant, and Mr. Keith Mullins, lab technician.

Mr. Dave Bliss, head basketball coach of Oklahoma University at Norman is scheduled to speak Oct. 26 on subjects related to Motivation and Dedication.

EBCE Learning Coordinator

Ms. Norma Whittemore takes a time-out from filling out site placement forms for a smile at the camera.

Norma Whittemore is a learning coordinator in the EBCE program. She came here last semester at the first of the program.

Mrs. Whittemore has a BS degree in Vocational Home Economics. She taught for one year in Oklahoma City at Adult Institute, teaching women about day care centers. She then taught home economics for six years in the Oklahoma City schools and went on to teach Co-Op Vocational Education in Crescent, Oklahoma. Now she is working on her masters at Central State University.

She is married and has two children, a daughter who is a freshman in college and a son who is a junior.

"I came to work here because it was new, exciting, and different. I have always been interested in vocational programs that give students real experience. I have really enjoyed working with the EBCE program," said Mrs. Whittemore.

Children's Center Site Stimulating Experience

A very interesting experience site was chosen by Bill Roberson, a Norman High School senior. He spent two hours a day for four weeks at the Children's Center in the out-patient ward. Bill worked with Dr. Stuart Simon, the head of the out-patient staff, as well as with nurses and psychologists.

Bill had no direct contact with the patients because of the fact that they are emotionally unstable. Even though his intentions would be good, he might do more harm than help. Instead he read several articles related to this field and then wrote down his reactions. He also sat in on some of the consultant sessions where the doctors and nurses discuss cases as well as taking a complete tour of Central State Hospital.

When he was asked why he chose this experience site, Bill said, "When I was a kid there were things that bothered me and I had no one to talk to. I want other kids to have someone."

Bill was also interested in the hierarchy of the hospital and how it works. He wanted to know how decisions are made about patients and who makes them.

Another thing he learned is that this career takes a very special person. "You must be very careful because you're dealing with a life. You have to be able to look at your past and be able to relate the way you felt about things with the way your patient feels. A lot of times you may feel too emotionally involved and have to give up a case."

"I liked working there. It was very stimulating. I would like something that takes more creativity but it is a career that I will think about," concluded Bill.

EBCE NEWS
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Senior Spends Month As Governor's Assistant

Spending the month of September at the Oklahoma State Capitol, Alison Gilstrap gained invaluable experience working with a research assistant for Governor David Boren.

Alison, a senior at Moore High School, worked with Research Assistant Denise Bode on programs the governor would like to see in the future or on researching for more in-depth information about the present situations.

During her placement, Alison wrote a report for an administrative assistant on the Conservation Board.

"This report took about one week to complete. I got the information for him from the Oklahoma Statutes.

"Working with data processing surveys was also a learning experience. At first it was confusing, but after I did it two or three days I caught on," she stated in a recent interview.

"Ninety-seven per cent of the work was hands-on, little observation experience. I also attended three meetings. One was on the Mini-Health Cabinet, one involved coal lobbyists and a press conference."

Alison said "I learned the way this part of government functions. There are so many little actions that go on. Most people don't realize it."

Her future hopes are to become a lawyer in state or possibly national govern ment.

To illustrate how well Alison enjoyed this site, she stated "I would like to go back when the legislature is in session. There is a lot of variety to the job. Everyone works as a team. This is why government intrigues me."

Governor David Boren reviews with Alison Gilstrap her stay at the state capitol seeking to learn how this area of government functions.

EBCE student Alison Gilstrap from Moore High School goes over license plate sales for upcoming year with resource person Denise Bode.

Counselor's Corner

by
Dr. Sam Fluck

"The Ladder of Success"

100%	I did
90%	I will
80%	I can
70%	I think I can
60%	I might
50%	I think I might
40%	What is it?
30%	I wish I could
20%	I don't know how
10%	I can't
0%	I won't

What separates the people who succeed from those who don't? Attitude would be my answer. Successful people aggressively invovle themselves with the tasks at hand. They do not clutter their paths with "I can't, I won't, or I wish I could's." Instead, they are busy doing.

Don't let your attitude keep you from your success. Be a doer! Be able to say to yourself - I DID.

EBCE Program Explained In Detail

In our last newsletter, we promised to explain exactly what the EBCE program is. This issue will tell what happened up to the first placement of each student.

Orientation began with a brief description of what the EBCE students would be doing. It was explained how each student would be placed in different types of careers that they wanted to explore.

Tests were given next. Since this is a federally-funded program, the goverment is interested in how well the program works. At the end of the year, everyone will be re-tested.

Students were then introduced to two books that they would be working with, the Student Program Guide and the Student Career Guide. The Student Program Guide helps to plan, carry out, and evaluate experiences. It identifies needs and interest in self-assessments to assist the student in making a decision as to where to be placed. The Student Career Guide helps to evaluate careers and tell whether or not a career suits the student's needs.

Self-assessments were taken next by each student. With the results from this, the student is placed in his or her first experience site.

EBCE NEWS
Moore-Norman Area Vo-Tech School
4901 12th Avenue NW Norman OK 73069

SECOND CLASS

EBCE NEWS

Experience-Based Career Education

Vol. 1 Number 4 November 1977

OU Coach Says

Attitude is the Key to Success

Many people might wonder what advice a basketball coach could give to a group of high school students. They might think that he wouldn't have much of value to say to students who are planning careers. However, in the case of Dave Bliss, head basketball coach at Oklahoma University, this is not true.

Dave Bliss presented an interesting and entertaining talk on motivation and dedication to Moore-Norman Vocational-Technical students on October 26.

Coach Bliss has been at OU the last two of his thirteen-year coaching career. He said that attitude is very important in any career as well as with basketball. Without a proper attitude, it is hard, if not impossible, to succeed.

Making a plan and working to achieve it was an idea stressed by Coach Bliss. He said that establishing goals and then working to attain them is a must. Just like in basketball, there will be times of self-doubts and disappointments. They will be hard to handle, but if one has the proper priorities and values, these things can be overcome. He said that "you've got to keep at it" and then "be satisfied with your best."

A sense of humor is always a good thing to have, no matter what career a person is in. Dave Bliss does not lack in this area. He said that when it was time to discuss salaries that Barry Switzer went into the office first. He came out in thirty seconds. Then Dave Bliss went in. He said it took him four hours. Another time he asked the president if he liked him and the answer was yes. Next he asked him how he'd feel if they had a bad season. The reply was "I'll like you but I may miss you."

One interesting question asked was could a woman do his job. Coach Bliss said that a woman could know just as much about basketball as he does, but doubted that they could be successful. He said, "You just don't know how us guys look at you girls."

In conclusion, Dave Bliss again went back to the idea of mental attitude. He said that having a positive attitude means that you can take orders, learn from experience, know what you want, and care about others. If a person can do these things then they're well on the road to success.

OU Basketball Coach Dave Bliss

Experience Sites Help Rule Out Two Careers

by Martha Carter

Bobby Miller

Does the work of a funeral director sound like the career for you? Could your life-time occupation be as a grade-school music instructor? Or does visual merchandising sound more like your preference?

Bobby Miller entered the Experience-Based Career Education program with these three contrasting career possibilities in mind, not really knowing what field of work he would go into after graduation.

A senior at Moore High School, Bobby was leaning toward a career as a funeral director, and picked this as his first experience site.

While at Vondel L. Smith and Son's Mortuary he was treated as an intern. He was allowed to assist in setting up the flowers for the service, as well as observe other functions of a funeral director.

After spending four weeks at the mortuary, Bobby, who had previously almost enrolled in mortuary science school, made the decision not to become a mortician.

Next he explored the music department at Southgate Elementary in Moore.

"I taught third and fourth grade students how to identify woodwind and percussion instruments," Bobby said. "Some of them already knew more than I did after I have been studying music since seventh grade", he added.

Again Bobby made a career decision, this being that he "could never be a teacher".

At Dillards in Crossroads Mall, Bobby worked in the visual merchandising. Visual merchandising involves arranging merchandise on display to catch the customers' eye.

He enjoys this field but has not yet made a decision concerning further exploration of this career.

Along with going to school and participating in EBCE, Bobby is employed at Heritage Flowers and Gifts in Oklahoma City.

Tentative plans are to attend a junior college to learn more about floral design. While working in that field, he plans to go to a real estate school.

Bobby is enthusiastic about the EBCE program and recently participated in the production of a slide presentation which will be used to recruit future EBCE students. Others involved in the sound-and-slide show are EBCE students Brian Eck and Debbie Floyd and EBCE placement coordinator Ms. Debbie Hazelbaker.

Counselor's Corner

by

Dr. Sam Fluck

"Which Are You...?"

There are three kinds of people in all organizations . . .There are the Rowboat, the Sailboat, and the Steamboat People.

The Rowboat People always need to be pushed or shoved along. The Sailboat People move along when a favorable wind is blowing. But the Steamboat People move along continuously through calm or storm.

They are masters of themselves and their surroundings.

Which type of person are you? How do people know you? Do they know you as a Rowboat . . .someone who has to be pushed, prodded, or cajoled into doing your work? Do they know you as a Sailboat . . .someone who performs well when everything is going your way but who shuts down when adversity strikes? Or do people know you as a Steamboat . . .someone who is steady, dependable, and performs well under all conditions?

We cannot control the environmental conditions that surround us. But we can decide which type of vessel we want to be.

WHAT TYPE OF "BOAT" ARE YOU?

—Recruiting Show Ready—

The EBCE staff just completed work on the new slide-tape presentation that will be used to recruit students for both the upcoming Summer EBCE program as well as next Fall's program.

This slide-tape production will be shown to all tenth and eleventh graders at both Moore and Norman High Schools.

Allergy Doesn't Hinder Career Plans

by Tammy Barnes

What would you do if you wanted to be a veterinarian and you found out that you were allergic to dogs? This might stop many people but not Norman High School junior, Quin Henry.

Quin has had two experience sites relating to animals. The first was the Dog Pound where dogs are groomed. She bathed dogs and even got to trim one poodle, paint its nails, and the whole works. When asked how she could stand it she answered, "Well, I sneezed quite a bit. The first week was really bad but after that it didn't bother me as much. Maybe I'll become immune."

For the last three weeks, Quin has been at the Norman Veterinary Hospital working with Dr. B.J. Myers. At this site, she mainly was an observer. After seeing several operations, she was glad to say that it didn't bother her at all.

One site that Quin went to that had nothing to do with animals was McDade's Studio. She enjoyed working with a photographer and knows how to develop her own pictures. As well as having her picture taken many times, Quin also helped with the customers and reprinting from negatives.

Another site she went to was Wilson Elementary School. She worked in a kindergarten class and helped with spelling and reading. Quin also helped them with their art and was even allowed to take over the class entirely by herself a few times.

Quin discovered that all of her resource people were very impressed with the EBCE program. "They said that they wished that this program had been started sooner. They felt like many young people go to college and may not know what they want even in their senior year. This type of thing gives students a chance to at least get an idea of what they want to do."

Quin hopes to be a large animal veterinarian. "There are a lot of disadvantages in being a large animal vet, like having to get up in the middle of the night to deliver a calf. I think that it would be worth it, though," said Quin.

In conclusion, Quin had this to say about the EBCE program. "I think that EBCE is a great program. It helps you decide what you want to do and how to become a better manager of yourself. I'm glad that I'm in it."

Inside
EBCE CURRICULUM

Moore-Norman uses the **Student Career Guide** developed by Appalachia Educational Laboratory as its principal instructional tool. This is a guide for self-directed as well as collaborative career planning to be used with actual on-the-job experience and in conversation with a Learning Coordinator.

Through the use of the **Student Career Guide**, students can better understand themselves and the world of work. They can then begin to see the points of both similarity and conflict between their own strengths and weaknesses, and the demands of jobs and careers.

There are five main sections in the guide. Section One introduces the students to the guide and gives them some idea on how their careers may have grown and what questions might need answering. Section Two helps the student figure out how one's personal traits or characteristics will be suitable in different types of work situations.

Section Three focuses on discovering what the student's values are, both in life and work, and how they might relate to finding a satisfying job. Section Four contains a wide selection of activities to assist the student in gathering information about themselves and the world of work. Section Five is a review which will help the students summarize their feeling about themselves and the various work situations during the program.

It is the feeling of the EBCE staff that the completion of the above activities is invaluable in helping each student get in contact with himself/herself.

Quin Henry

LC Found Rewarding Career in Teaching

EBCE Learning Coordinator Margie Miller knows from experience just how difficult it is for a young person to choose a career.

While in high school, she was a student in the Cooperative Office Education (COE) program and planned on a career in business. "But I wasn't very good at shorthand and typing, so my teacher advised me to try to find another field."

She enrolled in college and "because I liked home economics, I began to study that." From that point, she discovered the teaching field. "I love teaching, but if I had had an EBCE program when I was in high school, I could have learned that earlier and been better prepared to work toward a teaching degree," she says today.

Ms. Miller earned a bachelor's degree in Vocational Home Economics from Oklahoma College of Liberal Arts in Chickasha (now the University of Science and Arts in Oklahoma). She taught home economics and child care at Lawton High before moving to Norman a year ago, when her husband returned to college for a degree in Geology.

Looking for a teaching job, she discovered Moore-Norman Vo-Tech School and the EBCE program which was just being established.

Ms. Miller is enthusiastic about her work with the EBCE program. "It allows the students to 'job hop' legally — it is a chance to compare occupations and look at their own job values."

Ms. Miller's family includes her husband, Carey, and a son, Derrik, who will be two years old this month.

EBCE News

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Tammy Barnes
Norman High School

Photographer
David Robbins
Norman High School

Ms. Margie Miller

EBCE NEWS
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EBCE NEWS

Experience-Based Career Education

Vol. 1 Number 5 February 1978

Advisory Council Helps EBCE Staff

Sergeant Art Marchessault of the Norman Police Department has been very helpful to the EBCE program. As well as being a resource person, he is also the President of the Experience-Based Career Education Advisory Committee.

The committee meets three times a year and is made up of citizens from the community and a few former EBCE students. They discuss what the program is doing from the community's point of view and any problems that might arise about a student or experience site.

Sergeant Marchessault was asked to hold this position on the advisory committee after having been exposed to the program through his experiences as a resource person. He feels that the program has been a success and that the EBCE staff has done a great job. One of the useful things an advisory committee can do is to reassure the staff that they have made the right decisions. "They usually make the right choice but it helps them to get a second opinion from a group of people that can look at the program and situations objectively," said Marchessault.

"I feel that the program is valid. I've worked with several students this year and they have learned a lot about the police department and law enforcement. They have seen all aspects of the department, not just mine. I've enjoyed working with the EBCE program," he concluded.

Others serving on the Advisory Committee are J. V. Springer, Westinghouse; Dr. Don Frazier, State Department of Vo-Tech Education; Tom Lucas, Norman attorney; Lee Martin, Martin Oil; Jane Bryant, Norman Transcript; Maj. Paul Hart, Air Force; R. C. Cantwell, Oklahoma Honda; Mrs. Judy McKown, Red Carpet Realtors; Paul Warner, National Alliance of Businessmen; Denise Holzberlein and Brenda Shipman, former EBCE students; and Helen Cole, John Mantooth and Judy Sutherland, representing the communities at-large.

Sgt. Art Marchessault

Dr. Kerr's Role Guiding EBCE

Dr. Sam Kerr, Director of Federal Projects and Coordinator of Trade and Industrial Educational Programs at Moore-Norman Vo-Tech, has been very instrumental in the establishment and the success of the EBCE program.

A graduate of the University of Arkansas and having a doctorate degree from Kansas State University, Dr. Kerr has had ten years of experience in education. In July of 1975, he came to Moore-Norman Vo-Tech. At this time he was Coordinator of Career Education and held in-service classes for teachers in Norman and Moore.

In early 1976, Dr. Kerr helped prepare a planning proposal for the EBCE program to be submitted to the federal government for approval. Soon after this a final proposal was made and the U. S. Office of Education agreed to fund the project.

There were many reasons Dr. Kerr gave for instituting EBCE. "Students, in general, are not aware of all the opportunities they have. There was no program to give them a chance to find out. It is very valuable for students to have this type of experience that EBCE gives before high school graduation so that they can make intelligent career decisions."

Dr. Kerr feels that many people are unemployed or dissatisfied with their work because they didn't decide what was best for them when they were younger. He said, "EBCE helps students decide on careers that fit them best. It also teaches them maturity and responsibility. Students coming out of this program are more mature than many of their peers."

One thing Dr. Kerr stressed was that he wants EBCE students to remain involved with their high school. "EBCE should not be totally separated from high school. Students should still relate to their high school life."

Dr. Kerr is very satisfied with the program. He feels that much good has come from it and looks forward to the summer EBCE program. "It will give students that otherwise couldn't be in EBCE a chance to explore careers in the summer. We plan to have about thirty students and think that it will work out just fine."

Dr. Sam Kerr

Inside EBCE CURRICULUM

The EBCE staff perceives counseling as an important aspect of the program. In order for counseling to have a positive effect on students, it is necessary that the entire staff be aware of the goals of the counseling program and work with the EBCE counselor.

Each student attends a counseling session once a week. At this time the counselor and a few students discuss many subjects. Through these discussions, students get to know each other better. They learn about values and interpersonal skills. Many different types of careers are also exposed during these sessions and students are helped to decide what career or occupation would be best for them.

Several goals in the area of counseling have been set by the EBCE staff. Every student should leave the program with better decision making skills, with an awareness of the variety of careers and occupations, and with a better awareness of self--their values, interests, and aptitudes.

Another goal is the elimination of sex bias and sex role stereotyping that the students may have at the first of the program. The wish of the EBCE staff is that students will leave the program as mature people, ready to handle the world of work.

Students Make An Indian Slide Show

Larry Villines and Brian Eck, both from Moore High School, have put many hours into a slide show that they have made about Indian dwellings. They got the idea while they were at Western History Collections at Oklahoma University, an EBCE experience site.

While Larry and Brian were at Western History Collections, they spent some of their time organizing pictures and putting them in a picture catalogue, similar to a card catalogue. Brian wanted to make a film using the pictures and some live footage from Indian City in Anadarko. They talked to Mr. Jack Haley, who is the curator at Western History Collections, and he told them that it was a good idea since it hadn't been done much before.

The first step was to decide what pictures to use. After they picked out the pictures, they found that there wasn't enough material to make a film so they decided on a slide show. Karen Duncan, a journalism student from Moore High School, took the pictures and made them into slides.

Once the slides were ready, Larry and Brian had to work on the script and on finding some appropriate music. "We found some good Indian music at the museum. We also looked through some books that were there to find out about the different Indian customs, the materials they used in their houses, and the locations of the different types of dwellings," said Brian.

"The script took three days to write once we had gotten all the information together," Larry explained. "Next we took the script and music and recorded it at the Media Center here at the Vo-Tech School."

"The slide show took us about twelve weeks to complete. The Vo-Tech School is going to have a copy of it and so will Western History Collections. We learned a lot about working together and it was a good experience for both of us," said Larry.

"I wanted to do it for experience in film-making, so I was disappointed when we couldn't make one. But now that the slide show is finished, I feel good about doing it," added Brian. "We also would like to thank Mr. Haley and everyone at the Media Center for their help. Without their cooperation we may not have been able to do it."

Counselor's Corner

by
Dr. Sam Fluck

"Thinking"

If you think you are beaten, you are,
If you think you dare not, you don't.
If you'd like to win, but you think you can't,
It's almost a cinch that you won't.

If you think you'll lose, you're lost,
For out of the world we find
Success begins with a fellow's will,
It's all in the state of mind.

Life's battle doesn't always go
To the swifter or faster man,
But sooner or later the man who wins
Is the man "who thinks he can."

What do you think you can do? Do you aim high and give yourself a mark to strive for? Or do you aim low and guarantee yourself easy success? Abraham Maslow talks about the "self-actualizing person" as one who continually pushes his aim a little bit in front of his reach. By doing this, a person assures himself of a challenge and of GROWTH.

What do you think you can do?

AIM HIGH-I dare you!!

Alan Wade, an EBCE student from Moore High School, is intently working on a motorcycle engine. This experience site is Oklahoma Honda where Chuck Cantwell is the resource person.

In the news

Johnny Lyons, a Moore High Student in EBCE, observes as Dr. J. B. Mortimer performs Surgery on a dog in his veterinary clinic. Johnny, who is studying careers in which he can work with animals, was one of five students pictured with a story on EBCE in the November issue of Oklahoma Educator.

Oklahoma Educator is published by the Oklahoma State Department of Education and distributed to more than 40,000 educators throughout the state.

The local EBCE project was also featured in a cover story in the August issue of UPDATE, a publication for and about EBCE projects throughout the United States.

That story featured the ability of the Moore-Norman EBCE program to enroll post secondary students which is unique among EBCE projects.

Operation Exposure

Experience-Based Career Education will be having an institute for Co-operative Education teachers, counselors, and administrators throughout the state called "Operation Exposure." It will be at Central State University in Edmond on June 26-30 and July 18.

Dr. Jimmie Thrash from Central State University and the EBCE staff from Moore-Norman Vo-Tech will teach the Workshop, along with Consultants from the Appalachia Educational Labratory. They are expecting about seventy-five teachers who will receive three hours of graduate credit for attending.

The main purpose of the institute is to let these educators learn about EBCE and how elements of it can be utilized in Co-operative Education programs. Certain procedures done within the EBCE program will be discussed, such as activity sheets, placements, site analysis, guidance and counseling. An emphasis on the effect of sex role stereotyping on students and how attitudes are changing will also be made.

With the knowledge gained from this conference, these educators will be able to improve their own existing programs.

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EBCE Project Director

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Coordinator of Operations and Learning Coordinator

Norma Whittemore
Learning Coordinator

Margie Miller
Learning Coordinator

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EBCE NEWS
Moore-Norman Area Vo-Tech School
4701 12th Avenue NW   Norman OK 73069

Application for Enrollment

Name: ______________________ School: ______________

Address: (home) ______________ City ________ Zip ______

(school) ______________________________

Current position: ______________ Number of years teaching experience ______

Telephone Number: (home) ______________

(school) ______________

Experience-Based Career Education at Moore-Norman Area Vocational-Technical School is a federally funded program through discretionary funds of the U.S. Commissioner of Education.

The organization and philosophical concept of the EBCE programs were researched by four national educational laboratories in the early 1970s under the auspices of the National Institute of Education.

With approximately 55 programs throughout the country, EBCE offers youth the opportunity to gain experience in a variety of job settings so that each individual can make more intelligent decisions about his or her future.

Students in these programs look over the many different types of jobs in the community and by looking at their interests and aptitudes, choose occupations and work situations they would like to know more about.

Students spend approximately 12 hours each week at the selected site in order to learn about various aspects of the work situation. A student usually stays at a site from three to thirteen weeks.

Coordinator

Dr. Jimmie Thrash
Central State University

Consultants

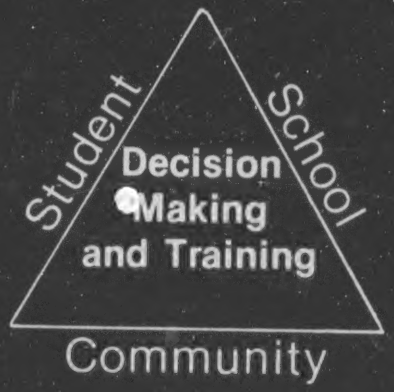
EBCE Staff
Moore-Norman Area Vocational-Technical School

Dr. Sam W. Kerr—Project Director

Appalachia Educational Laboratory
Charleston, West Virginia

Steven Hyre—Project Consultant

Operation Exposure



Experience-Based Career Education Institute

offered by

Central State University

June 26-30
and
July 18, 1978

Graduate Credit-3 hours

Stipend for Selected Participants

Objective To give cooperative education teachers, administrators, and counseling personnel the opportunity to become aware of procedures used in Experience-Based Career Education programs.

What The Institute will be based on Experience-Based Career Education projects. The sessions will include selected components of EBCE programs that can be adapted for any cooperative education program.

When June 26-30 and
July 18, 1978 9AM-4PM

Where Central State University
Ballroom C (University Center)
Edmond, Oklahoma

Why The EBCE programs funded through part D of the Vocational Education Act utilize many techniques that coop teachers can incorporate into their existing programs.

Who A maximum of 75 participants will be selected to attend the institute and receive a stipend of $75.00. The participants will include cooperative teachers, administrators, and counseling personnel.

Curriculum Small group participation will be a primary operational method to be utilized during the institute.

- Training Station Analysis
- Student Recruitment and Selection
- Activity Sheet Development (competency based)
- Use of Student Career Guide
- Student Placement
- Guidance and Counseling Activities
- Elimination of Sex Role Stereotyping

Participants are required to analyze a minimum of two training sites in their local communities. This assignment will be due July 18. Attendance is mandatory at all sessions in order to receive the stipend.

How to take advantage of this opportunity?

Complete, detach, and mail the Application for Enrollment form on this brochure. Deadline for receiving applications is April 17, 1978.

Stipend $75.00 plus travel allowance of $30.00 metropolitan area (Norman-Edmond-Midwest City-Yukon) or .15 per mile up to $60.00 outside metropolitan area for two round trips to CSU. (Mileage based on official Oklahoma map.) Cost of Graduate Credit $45.00.

STAMP

Dr. Jimmie Thrash
200 Home Economics Bldg.
Department of Vocational Ed.
Central State University
Edmond, OK 73034

EBCE NEWS

Experience-Based Career Education

Volume 1, Number 6 April 1978

Exchange Student Comes for Horses

Why would Marcia Stille, an EBCE student from Schaller, Iowa, want to come to Moore-Norman Vo-Tech as an exchange student for two weeks? The answer can be said in one word - horses.

"I came to Oklahoma because there are so many horses here. In Iowa, we don't have very many so I never got the chance to work with them much. Horses have always been my main hobby and I wanted to go somewhere that I could be around a lot of horses," said Marcia.

Marcia came to Oklahoma on March 27 and left April 8. She worked with Dr. Peterson, a large animal veterinarian, from 8:30 to 4:30 each day. During her stay, she lived with Marlene McLaughlin, an EBCE student from Moore High School, and her family.

"Dr. Peterson let me help him as much as I could. I helped him to worm horses, recast a colt's broken leg, do a hernia surgery, treat sick cattle, and more. We also did a lot of traveling around here and to places like Tuttle and Blanchard. I got to see some of the country that way. Dr Peterson was fun to work with and I learned from him. Mrs. Peterson was very nice to me, too."

Marcia found that life here was quite a bit different from Schaller, Iowa. "First of all, Schaller is very small. We have a population of about 980 people. There are only 33 kids in my graduating class. When I went to Moore High School with Marlene, I was surprised at how big it was. I can't imagine going to school with so many people. The weather was also different. We never have a tornado in Iowa."

She also found some differences between her EBCE program and this one. "We only have two learning coordinators and we don't have a counselor. I wish that we did have someone like Dr. Fluck. I think that it would be a great benefit to our program. Also, we don't have the co-op option. In Schaller, I worked with a veterinarian there for thirteen weeks which is the most you can be someplace without being paid. At that veterinarian, I mainly worked with cows and pigs. If I could have, I would have gone co-op and worked for him."

"I am really glad that I came to Oklahoma and not only because of the horses. The people here made me feel at home. Everyone was always willing to answer my questions and do whatever they could to make this a good experience for me."

Starting in June, Marcia is going to attend a veterinarian assistant school in Iowa. "In that program, I will have to be an intern at some veterinarian for eleven weeks. I would like to come back here if I can and work with Dr. Peterson some more. I may be back in Oklahoma sooner than I thought."

Marcia checks the cast on an injured colt's leg.

Students Reflect

What was the most memorable experience you had this year in EBCE?-

Lori Culpepper - Norman High
"It was the zoo. It wasn't the most fun place to work but it's an experience I'll never forget."

Teresa Diggs - Moore High
"It was putting together a slide show like Laserium at the Kirkpatrick Planetarium and getting praised for the work I did."

Terri Ruppert - Norman High
"I think the most memorable experience was meeting Governor Boren and working as an intern at the governor's office and helping act as a hostess at the governor's mansion."

Beth Becher - Norman High
"I had an interview with Susas Sasso of the Oklahoma Daily for an Illustration advertiser job."

Alan Schaefer - Norman
"Doing actual denture investing (final process) in making dentures."

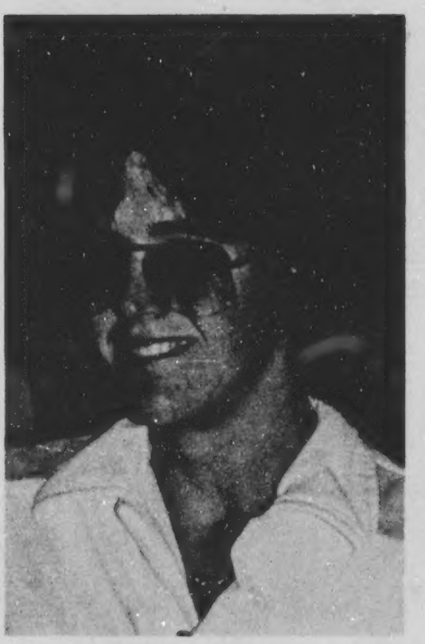
David Mason - Moore High
"The opportunity to be able to work with a camera and learn how to develop film and prints was memorable."

Virginia Ashton - Moore High
"I would say it was when I went to the police department and took a lie detector test and got put in jail, to show me what it was like."

Darrell Beck - Moore High
"It was at the first of the year when I took a test to see what kinds of occupations I would best fit into. I had interests and abilities that I never thought about."

Vickie Rush

What was your favorite experience site and why?-



Kyle Chambers

Don Stewart - Moore High
"Southgate School because I got to teach some lessons and help the kids that needed it."

Dennis Siglin - Norman High
"OU Vending Service because this site gave me a look at myself. I found out that I was interested in something else besides law enforcement."

Vickie Rush - Moore High
"Star Manufacturing. My resource person was very concerned about my learning something while I was there. She took more time out to help me than any other resource person I've been with.

Bridgett Melton - Norman High
"It was the fire station because I didn't know what really went on there and now I do."

Bill Henson - Moore High
"The Moore-Norman Food Service because they let me start out with the main meals and let me be my own boss by preparing everything on my own."

Pamela Vestal - Moore High
"Cleveland County Court House because I really learned a lot watching court and meeting the important people.!"

What was the most important thing you have learned about yourself through EBCE?-

Ronnie Brown - Moore High
"I learned that I can do a lot more than I thought I could and that I can talk in a group session without being embarrassed."

Ricky Woodrow - Norman High
"I have learned how I actually am with other people."

John McKnight - Norman High
"I can do many things in many job fields."

Lisa Pierce - Norman High
"I am growing up and need to decide what I want to do with myself because my parents won't support me forever. I also realized that everyone must work and that you should make your work fun."

Kyle Chambers - Moore High
"A person changes their mind regularly and that it's hard to know exactly what I want."

Jeanne Flesher - Moore High
"I have found that not everyone will approve of me nor will everyone give me special treatment."

Ramona Price - Norman High
"I have learned to deal better with people. I can have a conversation more easily that I could before."

Deena Thornburg - Moore High
"I learned that it's not important to please others. Just be myself and always be happy because I only have one life to live."

Ronnie Brown

If you had it all to do over again, would you enroll in EBCE and why?-

Ninee Collins - Moore High
"Yes, because I think I learned more in EBCE than I did in all of my other classes combined and it lets me know what a career is really going to be like."

Lisa Pierce

Alison Gilstrap - Moore High
"Yes, because I've learned a lot about not only careers but about people and myself. The things I've learned could not have been taught in the classroom. The EBCE program is designed towards the individual and that makes the difference."

Laura Brummett - Moore High
"I would because this year has been the most rewarding year of all my high school career."

Brian Eck - Moore High
"Yes, this year I came to the realization that many of the careers I had been dreaming of were not all that glorious."

Cheryl Conkling - Norman High
"Yes, this year will always be most memorable to me. This program has gotten me over my fears and it's helped me answer my questions."

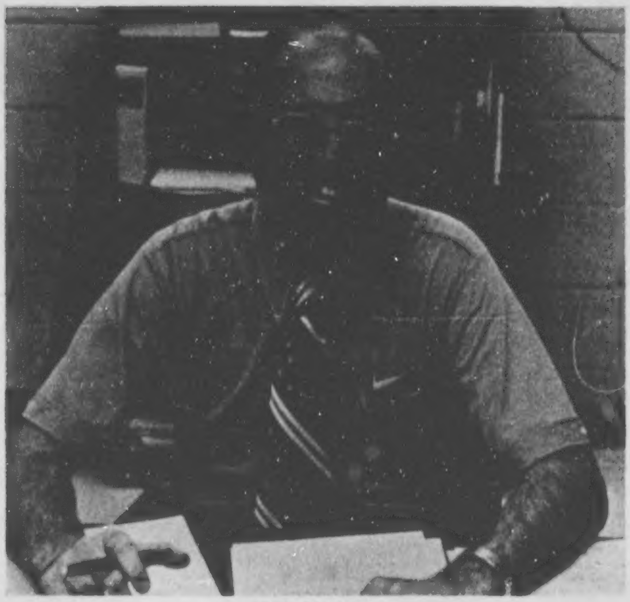
Chylene Crow - Moore High
"Yes, because it has benefited me more that all four of my high school years."

Leo Lacher - Norman High
"I would enroll in EBCE because I will never have an opportunity like it again."

Tim Wade

Counselor's Corner

by Dr. Sam Fluck



Dr. Fluck

KEEP TRYING

With faith that's strong, your greatest goals,
You'll conquer bye and bye.
Though disappointment threatens now,
Don't be afraid to try.
It really doesn't matter
If you fail or drop the ball.
The only real losers quit
Or never try at all.
So give it everything you've got,
And keep that courage high,
And if you do, you'll win the prize
That money cannot buy.
You'll always walk with honor
As there is no greater pride
Than knowing, whether win or lose,
With all your heart, you tried.

by Harry Cordellos

I think there's no question about the excellence of this poem. However, what makes it even more meaningful is knowing about the poet. Harry Cordellos is a marathon runner, water skier, and golfer. So what, you say? Harry Cordellos is also BLIND!

What does it take to learn the game of golf or run 26 miles? Hard work and a good attitude. Now, what does it take for someone with a physical disability? You tell me. If someone like Harry can accomplish all that he has, what's our excuse.

Do you try to accomplish things when others say you can't? Do you work harder when challenges come your way? Do you get as much out of yourself as you'd like? If not, why not?

Get your attitude right and KEEP TRYING!! Remember, Harry Cordellos is watching.

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EBCE Project Director

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Learning Coordinator

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Placement Coordinator

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EBCE NEWS
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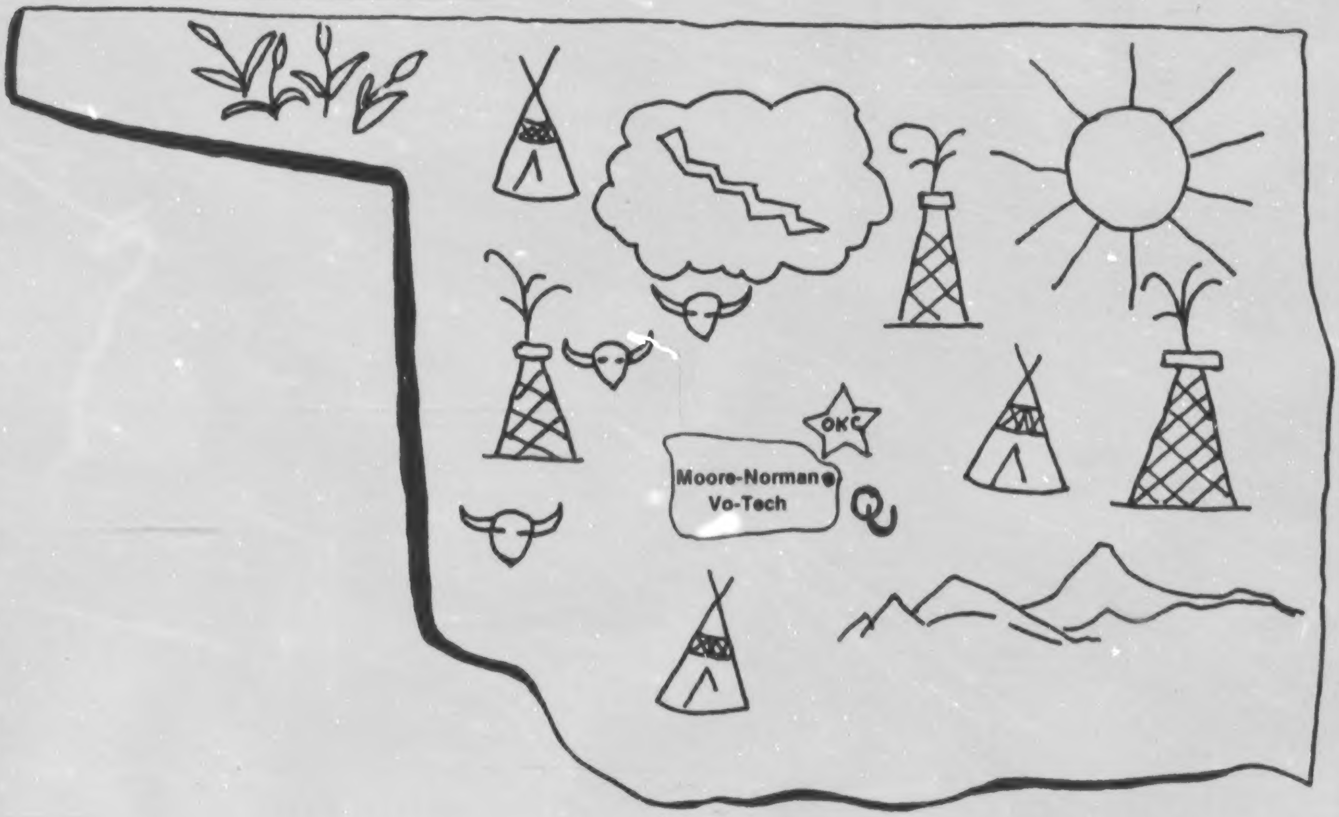
EBCE National Newsletter

Volume 1, Number 6

May, 1978


OKC
Moore-Norman Vo-Tech
OU

OKLAHOMA IS OK!

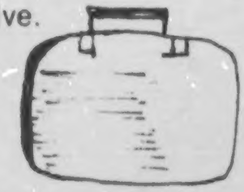
Oklahoma — Home Sweet Home

Those of you who have never been to the fair state of Oklahoma probably don't realize just how truly remarkable it is. For example, how many of you knew that the first parking meter and the first grocery cart came from Oklahoma? Or that Oklahoma is the only place in the world that has a producing oil well on its capitol grounds?

And just how many other states have a Rodgers and Hammerstein musical about them?

And what about our terrific weather--70 mph winds, tornados, hail storms--who could ask for more?

Well, no matter what anyone else tells you about Oklahoma, just ask any true Okie and he'll tell you that Oklahoma is a nice place to leave, I mean live.



Pushing all foolishness aside, it must be said that Oklahoma is a beautiful state and the people are very friendly. So don't be afraid to visit us, ya'll hear?

Inside Moore-Norman Vo-Tech

Moore-Norman Area Vocational-Technical School is nearing completion of its second year of operation. Located mid-way between the suburban towns of Moore and Norman, Moore-Norman AVTS offers vocational programs and Experience-Based Career Education.

Vocational programs at Moore-Norman are designed to meet the needs of a rapidly growing metropolitan area. Programs are generally open to both adults and high school students on an open entry/open exit basis. Extensive use of Learning Activity Packets and audio-visual resources assist in the individualization of each student's program.

With the addition of Experience-Based Career Education, Moore-Norman is able to serve a much broader base of students. Part of the philosophy of Moore-Norman is to offer assistance to all students in identifying and training for satisfying careers.

Spotlight on Moore-Norman

THEY PUT ME IN JAIL -Virginia Ashton's most memorable experience site was the Moore Police Department. Placed there for three weeks, she was taught how to operate the lie detector, how to book prisoners, and how to function as radio dispatcher. As her introduction to the police department, Sgt. Ray Homer put Virginia through the whole routine: finger printing, booking, took her picture (mug shot), and put her in a cell. Virginia says, "It's a nice place to visit but I wouldn't want to live there."

BREAKING INTO THE WORLD OF SKIRTS - For as long as we care to remember, elementary education has been dominated by women teachers. Don Stewart plans to do something about this situation. He has spent much of this year at school sites and has had a ball. He says, "I enjoy those kids and they seem to enjoy me." One observation he made was that there is more to teaching than just teaching. Grading papers, preparing lesson plans, doing bulletin boards, having playground duty, etc., are all a part of the profession. "And it's all necessary if the teacher wants to do a good job."

LOSE YOUR TEETH - SEE ALAN - Alan Schaefer came into EBCE knowing that he wanted to be a dentist. Most of his sites were dentist's offices. However, his most interesting site has been with Dr. Anthony Maffucci at the Noroma Dental Lab. Alan currently is "investing dentures and trimming models." He says "I really love this work and it gives me a head start on the other students I'll be in college classes with. What an advantage that will be for me!"

E

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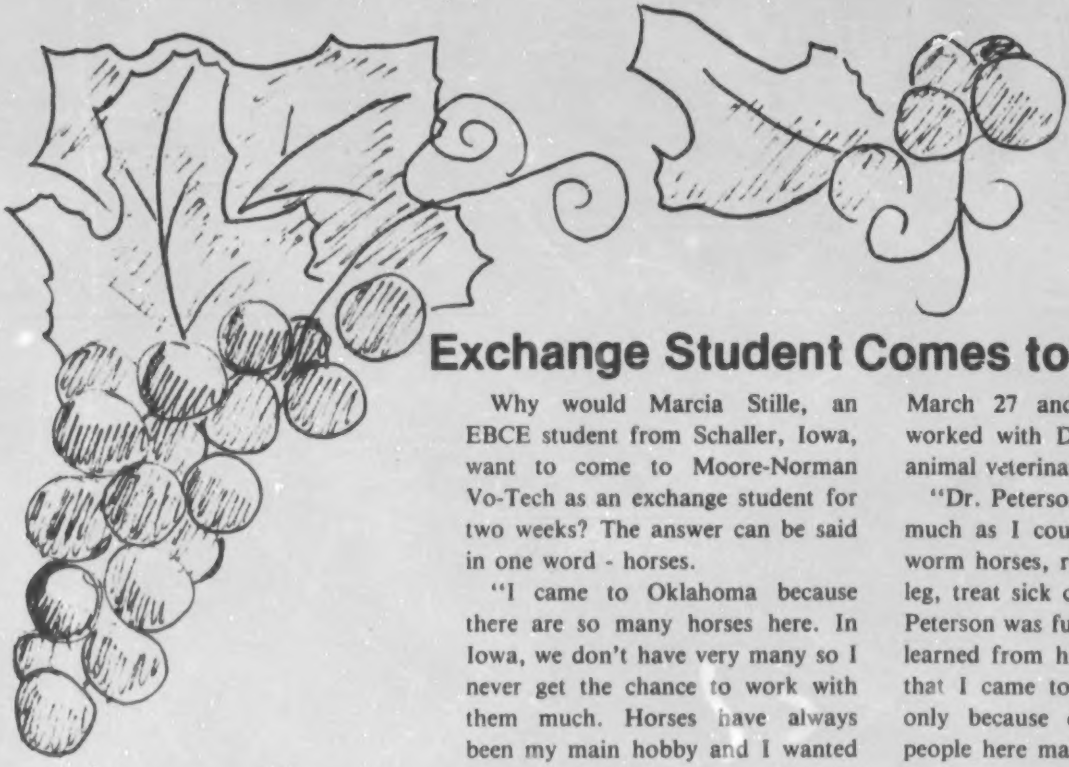

Exchange Student Comes to Oklahoma

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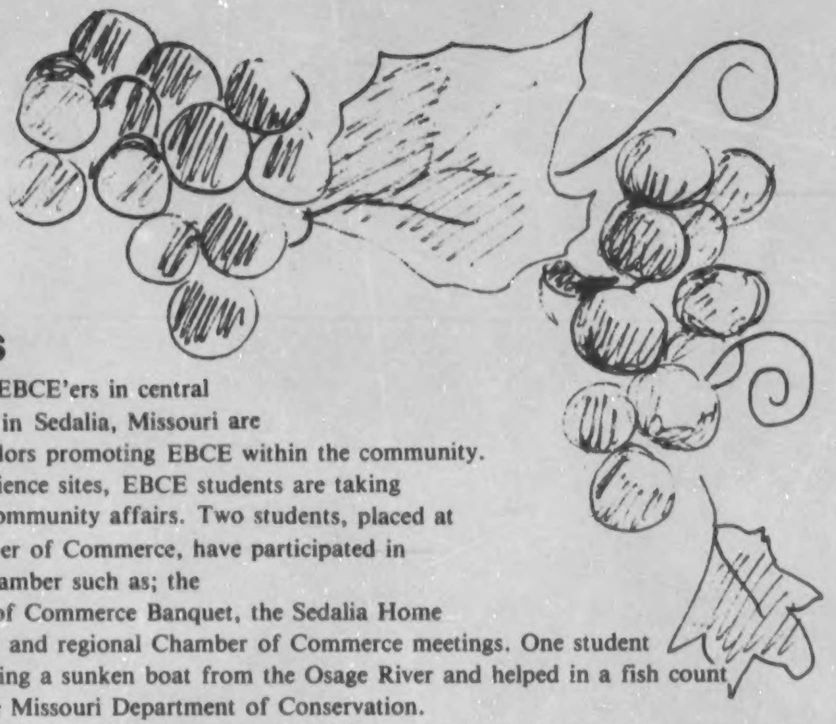
"Dr. Peterson let me help him as much as I could. I helped him to worm horses, recast a colt's broken leg, treat sick cattle, and more. Dr. Peterson was fun to work with and I learned from him. I am really glad that I came to Oklahoma and not only because of the horses. The people here made me feel at home. Everyone was always willing to answer my questions and do whatever they could to make this a good experience for me."

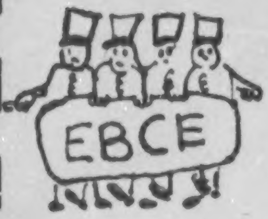
— On The Air —

Ken Shannon, a senior in Project EXCEL out at Las Cruces, New Mexico, was placed at the KNMS AM/FM radio station located on the New Mexico State University campus. He has his own live over-the-air radio show, in which he broadcasts news reports that he has written. In addition, Ken functions as a representative for the station supervising five advertising accounts. Sounds like a great site.

CE vine



EBCE Ambassadors



By being the first EBCE'ers in central Missouri, students in Sedalia, Missouri are acting as ambassadors promoting EBCE within the community. Through the experience sites, EBCE students are taking an active role in community affairs. Two students, placed at the Sedalia Chamber of Commerce, have participated in activities of the chamber such as; the Annual Chamber of Commerce Banquet, the Sedalia Home and Garden Show, and regional Chamber of Commerce meetings. One student has assisted in raising a sunken boat from the Osage River and helped in a fish count while placed at the Missouri Department of Conservation.

EBCE in Sedalia, Missouri has developed positive attitudes within the community. They have had resource people encourage their peers to participate in EBCE and help the youth of Sedalia. One Resource Person made the statement, "I'll take all you send me (students)." The students' actions in this program are developing this positive attitude in our Resource Persons.

Flying With EBCE

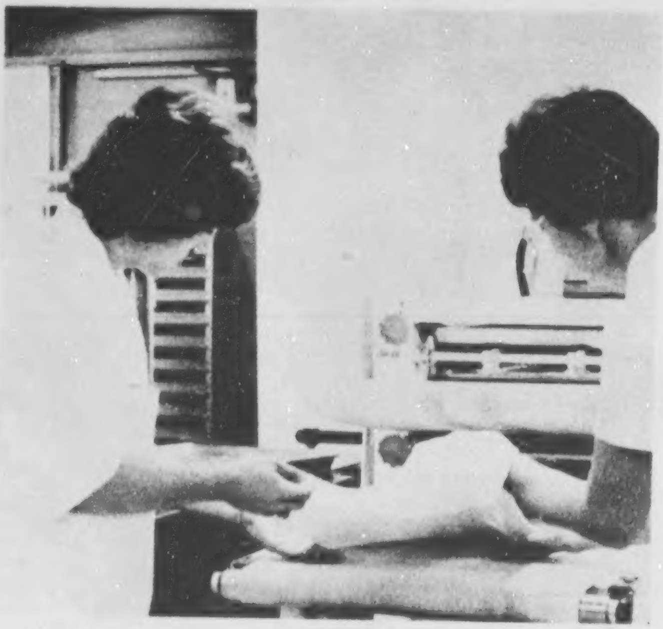
Peter Sorenson, a student at Cumberland Center, Maine, had the time of his life recently when he was asked if he wanted to fly a plane at Maine Aviation. "I was asked if I would like to fly a routine flight up to the pipeline to look for splits in the line. On the way back to the airport, the pilot asked me if I wanted to take over the controls for a while. It was a great experience, one that makes me look forward to my future career as a pilot." Peter, who is very interested in becoming a missionary pilot, spends a great deal of his EBCE time around airports.

AEL-EBCE Conference

All adopters of the AEL-EBCE model should plan to attend the Second Annual AEL-EBCE Conference on August 14-17. It will be held at the Concourse Hotel in Madison, Wisconsin.

This conference will give EBCE staff members a chance to meet, compare and exchange ideas, concerns, and solutions. Sessions will be given on the various components of EBCE.

The Fond du Lac, Wisconsin Project is hosting this conference. Any questions or suggestions should be forwarded to their director, Ron Nelson.



A MAN IN THE KITCHEN - Bill Henson has enjoyed working in the food production area as a part of his EBCE experience. His latest site is the Norman Public School's Central Kitchen, where they prepare over 5,000 meals each day for the 16 schools in the system. Bill is looking forward to a career in the food industry and says, "What I like most about the food business is being in control of what I'm doing and the responsibility."

PSYCHOLOGY ON THE CONSTRUCTION SITE - Kyle Chambers has made quite a bit of progress in the business world for a high school senior. He is working with a construction company and is in charge of a roofing crew. Kyle just entered the co-operative education aspect of the EBCE program, which means that he gets paid for the job experience. This occured only after he explored fully all of his interests and decided on a specific career.

"I like the outdoors and getting to see the finished product. It gives me a sense of accomplishment," said Kyle. When asked about the danger of working on roofs, Kyle commented, "I use psychology. I tell myself that I'm only three feet off the ground. It really takes the shake out of my legs, expecially in the Oklahoma wind!"

FINDING A CAREER - When Linda Shaw was asked if anything exciting or interesting happened to her this year in EBCE, she said, "No, except that I found out what I want to do with my life." This seems to be a pretty exciting discovery. The field she has chosen is floral design. Her RP's encouragement and praise, letting Linda know that she had the skills and creativity for this kind of work, were very valuable to her. She has already inquired about some floral design schools and is eagerly waiting for the information to arrive.

STUDENT CHOOSES TO LEARN - Randle Gathright is a unique type of individual. When he first entered the EBCE program, it was obvious that he had some reading deficiences. When he discovered that the Vo-Tech School has a Learning Skills Lab where students can work at their own pace in reading and math, he asked to have that as a site for a few weeks. He has made excellent improvement in his reading skills and feels extremely proud of his accomplishments. This is one more example of what an EBCE type of program does for students. Randle commented that he had never before been this motivated to improve his reading skills.

SCREECH !?!?! CRASH - Lenny Hart has spent much of this year exploring law enforcement careers. At his present site, Crossroads Security, Lenny took part in an unusual situation for an EBCE student. He had to direct traffic after a fairly familiar occurance in a shopping mall parking lot - a fender bender. This is just one of the many exciting things Lenny has been able to do at this site. When asked about the world of law enforcement, Lenny said, "It's a lot of work but it's a lot of fun too." Lenny has already enlisted in the army for this summer and has chosen military police school.

THE GOVERNOR AND I - Alison Gilstrap has had an exciting year in EBCE. She spent one month with Governor David Boren and his staff. Along with Denise Bode, the governor's research assistant, Alison researched the new state license plate delivery system. She also had the opportunity to observe Kenneth Craig in two of his many roles (i.e. Oklahoma State Representative and lawyer.) She enjoyed the political arena so much that she spent her spring break as a page at the state capitol. When asked if she had aspirations to be governor of Oklahoma, she answered, "Either that or president!"

WE DROPPED A RATTLESNAKE ON THE FLOOR - This statement was made by Vince Collins in response to the question "What happened at your site this week?" Vince is currently at the Oklahoma City Zoo with Mike Blakely in the reptile department. There he helps feed, care for, and manage the snakes. While at the zoo, Vince also had the opportunity to observe the apes and gorillas. "One day they put a new ape into the cage with an older one and the two of them started fighting. They really got into it."

The zoo has been an interesting and informative site for Vince. He wants to go into a career that deals with animals and he thinks that he's found what's right for him.

ART AT THE FIRE STATION? - Art careers was an area that Beth Becher wanted to explore this year. She did so at the Firehouse Art Station, which is a renovated fire house turned into a community arts and crafts center. While there, Beth built puppets, developed stories, and gave puppet shows for second and fourth graders from local elementary schools. She was pleased to find out that she could use her artistic talents to teach children.

Beth feels that she has learned just as much from the children as they have learned from her. She said, "Teaching these kids a little about art gives me such self-satisfaction. I enjoy learning from them and helping them learn."

You can see how talented Beth is when you look through this newsletter. She designed and drew the cover page and did all the art work inside.

Word Scramble

Rearrange the 8 careers below placing one letter above each number. When you have arranged all 8 careers, transfer the appropriate letters down to the missing blanks and solve the puzzle. It's not enough to solve the puzzle. We encourage you to practice what the statement suggests!

(eatinrvneira)

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(bteuianic)

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(mhcecain)

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(sogotozil)

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___ ___ ___ ___ ___! ___ ___ ___ ___ ___ ___ ___ ___ ___
18 54 68 22 26 6 36 61 33 38 22 13 44 30

___ ___ ___ ___ ___ ___ ___ ___ ___ ___
32 23 53 16 58 67 10 63 47 35

KEEP TRYING

With faith that's strong, your greatest goals,
You'll conquer bye and bye.
Though disappointment threatens now,
Don't be afraid to try.
It really doesn't matter
If you fail or drop the ball.
The only real losers quit
Or never try at all.
So give it everything you've got,
And keep that courage high,
And if you do, you'll win the prize
That money cannot buy.
You'll always walk with honor
As there is no greater pride
Than knowing, whether win or lose,
With all your heart, you tried.

by Harry Cordellos

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Beth Becher

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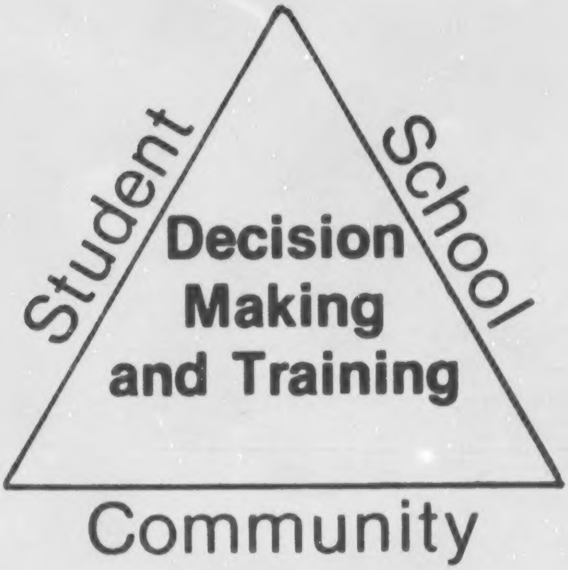
Student
School
Decision Making and Training
Community

Experience-Based Career Education Institute

offered by

Central State University

June 26-30
and
July 18, 1978

MONDAY, JUNE 26, 1978

9:00-10:00 A.M.	REGISTRATION
10:00-10:15 A.M.	INTRODUCTIONS Dr. Jimmie F. Thrash, Institute Director, Central State University
10:15-11:30 A.M.	ORIENTATION Dr. J.W. Weatherford, Chairperson, Vocational-Technical Teacher Education, Central State University Dr. Jimmie F. Thrash Steve Hyre, Project Consultant, Appalachia Educational Lab, Charleston, West Virginia Ann Childs, Project Consultant, Appalachia Educational Lab
11:30-11:45 A.M.	INSTITUTE LOGISTICS Dr. Jimmie F. Thrash
11:45-12:45 P.M.	LUNCH
12:45- 2:30 P.M.	OVERVIEW OF EBCE IN OKLAHOMA Dr. Sam W. Kerr, EBCE Project Director, Moore-Norman AVTS, Norman, Oklahoma
2:30- 2:45 P.M.	BREAK
2:45- 3:45 P.M.	EBCE--WISCONSIN STYLE Ron Nelson, EBCE Project Director, Fon du Lac, Wisconsin
3:45- 4:00 P.M.	WRAP-UP

TUESDAY, JUNE 27, 1978

9:00- 9:30 A.M.	SMALL GROUP ACTIVITY Steve Hyre
9:30-10:30 A.M.	COMMUNITY ORIENTATION AND LIASON Steve Hyre and Ann Childs
10:30-10:50 A.M.	BREAK
10:50-11:45 A.M.	SMALL GROUP DISCUSSIONS - Applicability of components of process - Adaptations/modifications - Form Development
11:45-12:00 Noon	GROUP REPORTS
12:00- 1:00 P.M.	LUNCH
1:00- 2:00 P.M.	TASK ANALYSIS AS RELATED TO ACTIVITY SHEETS Margie Miller, Learning Coordinator, Moore-Norman AVTS Steve Hyre and Ann Childs
2:00- 3:10 P.M.	SMALL GROUP DISCUSSIONS - Development and documentation of Task Statements Ann Childs and Steve Hyre
3:10- 3:30 P.M.	BREAK
3:30- 3:45 P.M.	SMALL GROUP DISCUSSIONS (Continued) - Modifications/adaptations
3:45- 4:00 P.M.	WRAP-UP - Explanation of groups for Wednesday/Thursday sessions at CSU and MNAVTS

WEDNESDAY, JUNE 28, 1978

AT CENTRAL STATE

9:00-10:00 A.M.	INDIVIDUALIZED INSTRUCTIONAL PLANS Steve Hyre and Ann Childs

10:00-10:15 A.M.	BREAK
10:15-11:30 A.M.	SMALL GROUP DISCUSSION - Development of learning strategies using task statements - Adaptations/modifications
11:30-12:00 Noon	GROUP REPORTS
12:00- 1:00 P.M.	LUNCH
1:00- 2:00 P.M.	MATCHING STUDENTS TO SITES Ann Childs and Steve Hyre
2:00- 3:30 P.M.	SMALL GROUP DISCUSSIONS - EBCE Self-Assessments - WTG Matrix - Site Selection Form - Adaptations/modifications
3:30- 4:00 P.M.	GROUP REPORTS

AT MOORE-NORMAN AVTS

8:00- 9:00 A.M.	(½ group) - SMALL GROUP COUNSELING Dr. Sam Fluck, EBCE Counselor, Moore-Norman AVTS (½ group) - LEARNING COORDINATOR-STUDENT SESSION Norma Whittemore, Learning Coordinator, Moore-Norman AVTS
9:00-10:00 A.M.	GROUPS SWITCH SESSIONS
10:00-10:15 A.M.	BREAK
10:15-11:15 A.M.	STUDENT PANEL
11:15-12:00 Noon	COORDINATION OF PLACEMENT Debbie Hazelbaker, Placement Coordinator, Moore-Norman AVTS
12:00- 1:00 P.M.	LUNCH
1:00- 2:00 P.M.	PREPARATION OF ACTIVITY SHEETS AND LEVELS OF EXPLORATION Norma Whittemore
2:00- 3:00 P.M.	STRATEGIES OF COUNSELING Dr. Sam Fluck

THURSDAY, JUNE 29, 1978

(GROUPS SWITCH SITES FROM WEDNESDAY)

AT CENTRAL STATE

9:00 A.M. - 4:00 P.M.

AT MOORE-NORMAN AVTS

8:00 A.M. - 3:00 P.M.

FRIDAY, JUNE 30, 1978

9:00-10:00 A.M.	SAN ANTONIO EBCE PROJECT Bill Lafferty, EBCE Project Director, San Antonio, Texas
10:00-10:30 A.M.	CAREER DEVELOPMENT CONSIDERATION IN COMMUNITY-BASED PROGRAMS Steve Hyre
10:30-10:50 A.M.	BREAK
10:50-12:00 Noon	INTRODUCTION TO STUDENT CAREER GUIDE Ann Childs and Steve Hyre
12:00- 1:00 P.M.	LUNCH
1:00- 1:45 P.M.	SMALL GROUP DISCUSSIONS - Walkthrough of SCG - Adaptations/modifications

1:45- 2:00 P.M.	GROUP REPORTS
2:00- 2:20 P.M.	BREAK
2:20- 3:15 P.M.	SERVICE AREA MEETINGS Dr. Jimmie F. Thrash and State Supervisors
3:15- 3:30 P.M.	GROUP REPORTS
3:30- 4:00 P.M.	WRAP-UP

TUESDAY, JULY 18, 1978

9:00- 9:15 A.M.	OVERVIEW of June 26-30 Activities
9:15-10:15 A.M.	SMALL GROUP DISCUSSIONS - Site Analysis and Activity Sheets
10:15-10:30 A.M.	BREAK
10:30-11:30 A.M.	GROUP REPORTS - Random presentations
11:30-12:00 Noon	WRAP-UP - Hand in reports - Per Diem
12:15	LUNCHEON Council Room, University Center, 4th Floor KEYNOTE SPEAKER: Lloyd Knudsen, Chairperson, EBCE National Steering Committee and Executive Director, Metal Trades Council (AFL-CIO), Portland, Oregon.

SPECIAL THANKS

This institute is being offered in cooperation with the Moore-Norman Area Vo-Tech School. Appreciation is hereby expressed to Mr. Clovis Weatherford, Superintendent; Dr. Sam Kerr, EBCE Project Director; Mr. Dave Roberts, EBCE Coordinator and the remainder of the Moore-Norman AVTS EBCE staff.

PRESENTATIONS

Oklahoma Association of School Bus Officials

Secondary Guidance Conference

Oklahoma Career Education Conference

State Advisory Committee for Career Education

Staff Meeting, State Department of Vocational-Technical Education

University of Oklahoma Chapter of American Association of University Women

Education classes at Oklahoma State University

Appendix C

APPENDIX C

OBJECTIVES
OF THE
EXPERIENCE-BASED CAREER EDUCATION PROGRAM
1977-78

1. To maintain a minimum enrollment of 105 throughout the school year. To serve a total of 150 students during the entire fiscal year.
2. To identify elements of the EBCE program that are transferable to existing cooperative programs and to prepare dissemination materials.
3. To have weekly staff meetings which will include the following: 1 student review per LC, operational problems and a review of special activities.
4. To recruit and analyze experience sites at the rate of 1 per week. To have all site analysis completed for currently recruited sites by January 1.
5. To enlist additional advisory committee personnel and to have at least 3 meetings.
6. To have formal orientation and awareness sessions for parents and cooperating experience site personnel.
7. To secure a list of persons capable of substituting for absent personnel.
8. To make necessary adjustments of schedules one week in advance for staff members involved in additional activities.
9. To provide at least one professional improvement meeting or seminar for each staff member.
10. To publish a monthly newletter.
11. To contact parents once each nine weeks.
12. To make personal contact with each experience site in use bi-weekly.
13. To develop two slide presentations-one for student recruitment and one for dissemination purposes.
14. To develop a comprehensive student recruitment plan by November 1.
15. To make 10 presentations to outside groups.

COORDINATOR OF OPERATIONS

KEY TASKS AND PERFORMANCE STANDARDS

KEY RESULT AREA I: HUMAN RESOURCES

Key Task A: To Provide Instructional Leadership

Performance Standard 1: To plan one continuing education activity for staff members.

Performance Standard 2: To plan and direct weekly staff meetings.

Performance Standard 3: To have one objective setting conference during the year with each staff member.

Performance Standard 4: To prepare an appraisal on each staff member prior to May 15.

Key Task B: To Foster An Atmosphere of Cooperation

Performance Standard 1: To be aware of any interpersonal conflicts occuring within the staff.

KEY RESULT AREA II: SUPPORT SERVICES

Key Task A: To Supervise and Coordinate Support Services

Performance Standard 1: To provide weekly activity reports to the Project Director.

Performance Standard 2: To inspect the car leased by EBCE every three months and see that it is properly serviced.

Performance Standard 3: To organize and plan at least two meetings of the advisory committee.

KEY RESULT AREA III: OUTREACH AND PUBLIC RELATIONS

Key Task A: To Maintain a Dialogue with the External Community

Performance Standard 1: To solicit and write the necessary articles for the monthly newsletter and to be responsible for its publication and mailing.

Performance Standard 2: To prepare materials for disseminating either parts of; or the entire EBCE program.

LC KEY TASKS AND PERFORMANCE STANDARDS

KEY RESULT AREA I: HUMAN RESOURCES

Key Task A: To Maintain and Upgrade Personal and Professional Competencies

Performance Standard 1: Each LC will engage in one continuing education course, or will attend two or three professional meetings per year.

Performance Standard 2: Each LC will submit one product per year of an original idea concerning EBCE to the Director of Operations for discussion.

KEY RESULT AREA II: INSTRUCTION

Key Task A: To Manage and Evaluate Student Career Experiences

Performance Standard 1: Each LC contacts every site where students are placed on a weekly basis and documents each contact on site visit card.

Performance Standard 2: Completed site placement forms correspond to appropriate site selection forms.

Performance Standard 3: An evaluation form will be furnished and secured from the resource person at the end of each site placement.

Performance Standard 4: Resource person evaluation forms are discussed with students before filing.

Key Task B: To Provide an Optimum Environment for Individualized Learning.

Performance Standard 1: Students will indicate that they feel comfortable discussing experiences and problems with their LC.

Performance Standard 2: The records for each student will be completed, up to date, and filed in one place.

Performance Standard 3: 90% of the students will indicate understanding of and satisfaction with the LC's appointment scheduling arrangement.

Performance Standard 4: 90% of the parents will indicate satisfaction with LC's treatment of students.

Key Task C: To Manage and Evaluate Student Experiences

Performance Standard 1: All students will have completed the site selection process by their second week in the program.

Performance Standard 2: All students have one open activity at all times.

Performance Standard 3: 95% of all completed activity sheets are evaluated within one week from the time the product is turned on.

Performance Standard 4: An LC's student's have 90% of their activity sheets completed by due date.

KEY RESULT AREA III: SUPPORT SERVICES

Key Task A: To Manage and Monitor Logistical Concerns Including Students' Transportation, Attendance, and Learning Materials

Performance Standard 1: No errors in LC weekly attendance report.

Performance Standard 2: 90% of LC students have no more than two violations of attendance policies per nine week period.

Performance Standard 3: Request for transportation is accurately completed on Experience Site Request Form.

Performance Standard 4: No more than 5% of learning resources under LC control are reported missing or destroyed per year.

KEY RESULT AREA IV: PUBLIC RELATIONS

Key Task A: To Maintain Good Relations with EBCE Constituencies Including Parents, Employers, Visitors, and the Community at Large

Performance Standard 1: 90% of all parents indicate they have had sufficient contact with LC's on end of year parent survey form.

Performance Standard 2: All student experience site related problems are resolved to the satisfaction of the LC.

Performance Standard 3: LC's make two presentations per year to outside agencies, if requested.

Performance Standard 4: 90% of parents indicate they are satisfied with LC's delivery of program to their son or daughter.

COUNSELOR KEY TASKS & PERFORMANCE STANDARDS

KEY AREA I: HUMAN RESOURCES

Key Task A: To Maintain and Upgrade Personal and Professional Competencies

Performance Standard 1: Counselor will engage in one continuing education course, or will attend two or three professional meetings per year.

Performance Standard 2: Counselor will submit one product per year of an original idea concerning EBCE to the Director of Operations for consideration.

KEY AREA II: COUNSELING

Key Task A: To Develop and Conduct Counseling Curriculum

Performance Standard 1: Counselor will develop 30 separate counseling units for the year.

Performance Standard 2: Counselor will conduct a weekly counseling group for each student.

Performance Standard 3: Counselor will cover the following concepts in the weekly counseling groups: decision-making skills, vocational and occupational skills, values, interests, aptitudes, sex-role stereotyping, and awareness of a variety of careers.

Key Task B: To Manage and Evaluate Student Progress In Counseling.

Performance Standard 1: Counselor will take attendance each week.

Performance Standard 2: Counselor will grade each student each week on participation in counseling sessions.

Key Task C: To Develop Special Programs For Students

Performance Standard 1: Counselor will organize seven special career days.

Performance Standard 2: Counselor will schedule three career speakers and one special speaker for each of seven sessions.

Performance Standard 3: Counselor will glean from students their reactions to the special career days.

KEY AREA III: PUBLIC RELATIONS

Key Task A: To Maintain Good Relations with EBCE Constituencies Including Parents, Employers, Visitors and the Community At Large

Performance Standard 1: 90% of all parents indicate that the counseling sessions had some impact on the student as revealed on the parent survey form.

Performance Standard 2: Counselor make contact with parents when appropriate.

Performance Standard 3: Counselor will make two presentations per year to outside agencies, if requested.

PLACEMENT COORDINATOR

KEY TASKS AND PERFORMANCE STANDARDS

KEY RESULT AREA I: HUMAN RESOURCES

Key Task: To Maintain and Upgrade Personal and Professional Competencies

Performance Standards 1: Placement Coordinator will engage in one continuing education course, or will attend two or three professional meetings per year.

KEY RESULT AREA II: RECRUITMENT

Key Task: To Contact and Introduce the EBCE Program to the Community Work Force

Performance Standard 1: Contact a minimum of twelve businesses or industries per month in the community.

Performance Standard 2: Give immediate attention to any problems that may develop with the Experience site.

KEY RESULT AREA III: ANALYSIS

Key Task: To Analysis each Cooperating Business and Industry

Performance Standard 1: Have completed 95% of the experience site learning guides at the end of this fiscal year.

KEY RESULT AREA IV: PLACEMENT

Key Task: To Contact and Place the Students at each Experience Site

Performance Standard 1: 95% of all students are placed one week prior to beginning placement.

Performance Standard 2: 90% of students request for career sites are met.

KEY RESULT AREA V: SUPPORT SERVICES

Key Task: To Manage and Monitor Logistical Concerns

Performance Standard 1: Assign worker trait group numbers to all cooperating Resource Persons and record necessary information about them.

Performance Standard 2: Keep a log to monitor where each student is placed, for what period of time, and what Resource Persons are available at all times

Appendix D

Third Party Evaluation
Final Report
for Moore-Norman AVTS Exemplary
Experienced Based Career Education Project

Prepared by:

Dr. J.W. Weatherford, Chairman
Dr. Bobby J. Brown, Vocational Education
Dr. Edgar Petty, Guidance & Counseling
Dr. Michael Knight, Psychology
Dr. John Westerman, Secondary Education

Project No: 502 AH 60010

Grant No: G61-76-00968 (502)

August 31, 1978

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ACKNOWLEDGEMENTS

As chairman of the third party evaluation team, I want to express my appreciation to the total evaluation team. They were dedicated to the task and spent much time and effort in getting the task accomplished.

The Moore-Norman EBCE project staff should also be commended for their sincere dedication and interest in the students enrolled in the EBCE. Much of the success of the EBCE program is due to the efforts of the professional staff. They have a deep concern for students and have a desire to assist them in this exploration of careers. There is strong evidence that the EBCE staff is an extremely cohesive group.

INTRODUCTION

This report describes the second year activities of the Third Party Evaluation Team, composed of five members of the School of Education, Central State University, Edmond, Oklahoma. In order to provide the expertise necessary for a comprehensive evaluation, team members were selected from the Departments of Secondary Education, Guidance and Counseling, Education and Psychology, and Vocational-Technical Education. The efforts of the team were coordinated by a fifth member of the team: the Chairman of the Department of Vocational and Technical Education. Team members were selected not only for their background in the developmental areas, but also for their administrative, statistical, fiscal and research capabilities.

The strategy of this interim report was not to report all of the EBCE project activities, but merely to react to those objectives set forth between the third party evaluation team and Moore-Norman Area Vocational Technical School project staff. This was accomplished by monitoring the objectives and presenting the findings in narrative form. Any variance between the objectives and the final outcomes are reflected in the findings.

Based on the information derived from the findings, conclusions and recommendations are presented to the project administration for consideration during the third and final year of the EBCE project under the present funding.

I. PLANNING AND DEVELOPMENT

A. Begin working with AEL evaluation staff to work out a basic schedule of events for FY'78.

Findings:

The third party evaluation team chairman worked with the EBCE project director and project coordinator to determine a visitation schedule as well as other pertinent activities associated with the project. The EBCE staff worked very closely with the AEL evaluation staff during the year and a schedule was worked out to the satisfaction of all parties.

B. Develop and refine a coding system to be used on evaluation reports to assure confidentiality of information.

Findings:

The coding system developed during the first year of the project, which seemed to work quite adequately, was continued during the second year. This system provided for the total anonymity of all test participants.

II. ASPECTS OF EVALUATION DESIGN

A. Approve statistical design.

Findings:

In line with the Moore-Norman EBCE proposal students were tested twice in a pre-test(beginning of the academic year) and post-test(end of the academic year) fashion. This combined with the two levels of the treatment variable

(EBCE versus Control) produced a two variable ex-post-facto experimental design.

B. With the help of AEL evaluation staff and EBCE staff, develop instrumentation as well as revise and rewrite, as necessary, the existing instruments.

Findings:

The AEL evaluation staff working with the EBCE staff, and the CSU third party evaluation team attempted, as a result of experience gained during the first year of the EBCE program, to develop an evaluation instrument for assessing attitude change based on the Student Career Guide. However, after behavioral objectives were developed the instrument was judged to be inappropriate and the task was abandoned.

C. Attain instruments to be used as necessary.

Findings:

The EBCE staff obtained copies of the Career Maturity Inventory, the Student Attitude Survey, the Socialization Profile, and Rotter I-E Scale.

III. DATA COLLECTION

A. Administer the Career Maturity Inventory as pre-tests and post-tests to program participants and control groups.

Findings:

All instruments were administered to the program participants and students in the control groups in a pre-test post-test fashion.

B. Administer specially constructed instruments as necessary.

Findings:

Three special survey questionnaires were constructed and administered to provide additional input on the effectiveness of the EBCE program. The questionnaires administered were the Student Opinion Survey, the Parent Opinion Survey, and the Resource Person Opinion Survey.

C. Assess the attitudes and opinions of special groups toward the EBCE project - students, parents, resource persons, and staff.

Findings:

A Student Opinion containing 32 questions was administered to the participants to assess their attitudes toward the program. The students' responses to all the items were quite favorable. The lowest percentage of positive responses on any question was 78%. Of the 31 items on which students could respond positively or negatively, 22 of the items were given positive responses by 90% or more of the students. A copy of the survey and the respective percentage of responses to each question is presented in the Appendix C of this report.

The parents' attitudes toward the program were expressed through their completion of a Parent Opinion Survey. A copy of the survey with the responses given on each item is presented in the Appendix of this report. The program was highly rated by the parents. They felt that their children were very pleased with the program and had benefitted from their involvement in it. Some areas of weakness however, were identified in the survey. These were: providing more information to the parents regarding their child's performance in the program, increasing the amount of parent-staff contact, and increasing the amount of parent attendance at meetings where other parents are in attendance. These conclusions were drawn from the parents' responses on questions 4, 9, and 10 respectively.

All of the community sites were visited by the EBCE staff, and many were visited by members of the third-party evaluation team. Resource persons at the sites who were questioned regarding their attitudes toward the EBCE program responded favorably.

Members of the third-party evaluation team visited with the staff members of the EBCE program several times during the year. The EBCE staff members' attitudes toward the program were very positive. The unity of the EBCE staff was excellent and they maintained a high level of communication, empathy, and warmth in their interpersonal relationships which should have had a positive impact on their role performance and interaction with the students. The staff was excited about the program, strove to solve problems that arose, and sought to provide the best possible experience for the students enrolled in the program.

D. Evaluate the Project's Administration through observation and interviews with project staff.

Findings:

The project administration and staff were interviewed on several occasions to determine the appropriateness of the project administration. Our observations indicate the project utilized Management By Objectives (MBO) system for staff management. The MBO system appears to be appropriate as all staff interviewed felt this to be the most effective strategy for total staff involvement.

The financial management appears to meet the guidelines of both state and federal accounting procedures.

E. Develop case studies on a sample of students for use in final evaluation report.

Findings:

A conference with the EBCE Counselor was held on May 16, 1978. During this conference various aspects of the counseling component of EBCE were discussed. The development of case studies on a sample of students was included in the agenda of this conference. For notes on this conference see Appendix C. It was agreed that the case study would reveal affect and specific personal changes in the students which the other instruments have not revealed. The EBCE Counselor has collected appropriate data for such case studies. These are in the form of taped interviews in the beginning, during, and at the close of the nine month EBCE project session.

IV. PROCESSING AND ANALYZING DATA

A. Document the Following:

1. In Service Training for Project Staff.

Findings:

All objectives related to in-service for project staff were met and exceeded. The professional improvement meetings were coupled with weekly staff meetings to keep the staff sensitive to both the overall and immediate goals of the program.

2. Development and updating of individual activity sheets on each student.

Findings:

The activity sheets were reviewed for a randomly selected sample of students on three separate occasions. The learning coordinators' development and updating of the activity sheets for each student was very good. The activity sheets were complete, in good order, and well done for students in the selected sample.

3. Maintenance of accurate records on each student.

Findings:

The file folders were reviewed for a randomly selected sample of students on three separate occasions. The learning coordinators' maintenance of the various forms within the student files was very good. The central filing system currently in use with color coded labels for week days and initials on each folder for identification of the learning coordinator is a very efficient system.

Each of the student files contained several forms including requests for placement, activity sheets, resource person student evaluations, student progress reports, and a site visit record. All of the forms in the student files showed evidence of having been continually maintained by the learning coordinators. In some instances, the student evaluation form submitted by the resource person was missing. This occurred as a result of failure by the resource person to submit it.

4. Screening and monitoring of curriculum materials for sex bias.
5. Use of Instruments free of sex-role stereotyping.

Findings:

The staff made a careful review of all curriculum materials and instruments for sex-bias and sex-role stereotyping. No evidence was found of significant sex bias in the curriculum materials. The instruments selected and developed were screened for sex-role stereotyping. Values clarification strategies were used in group counseling sessions to analyze a non-traditional sex role situation. An observation of the Friday morning EBCE group session, October 14, 1977, revealed the following:

1. This group consisted of eight students.
2. While the counselor indicated these students were not the most responsive of students in the program, he was

most successful in drawing them out and getting them involved in the group activity.

3. The strategy involved a story about real persons having decisions to make which had sex-bias implications. The student then moved about the room to stand under a number representing degree of positive or negative opinion toward the decision.
4. This was then followed up by analyzing the response.
5. At times, in a friendly manner, the counselor served as a Devil's Advocate to draw members out. He accomplished just that to the extent possible with reserved students.
6. The session could be characterized as filled with acceptance and mutual regard for opinions expressed. There was an openness on the part of the counselor and students.

The primary source of curriculum is the Student Career Guide. We found no evidence of sex bias in the material. There are items that are designed to nuetralize any preconceived concepts of careers being more appropriate for male or female. Based on our interviews with staff, there appears to be a sensitivity to eliminate sex role stereotyping that permeates the project personnel.

No attempt was made to screen all of the reference materials listed in the Student Career Guide. However, most of the references were standard materials that have made deliberate efforts to eliminate sex role stereotyping, i.e., Dictionary of Occupational Title, Occupational Outlook Handbook, Monthly Labor Review, etc.

B. Computerization and analysis of all relevant data related to within group and between group comparisons.

Findings:

There were 60 EBCE students who were pre and post-tested. In the control group 35 students were pre and post-tested. The means and standard diviations are summarized in Appendix A. Appendix B presents the Analysis of Variance Summary Tables.

The CMI-General Knowledge Sub Scale was first analyzed using pre/post gain scores for each student. The resulting mean gain scores and standard deviations were 2.65 and 4.73 for the EBCE students and .06 and 4.75 for the control students. A t test for independent groups revealed significantly more improvement for the EBCE students than for the control groups. (t=2.56, df=94, $p<.05$).

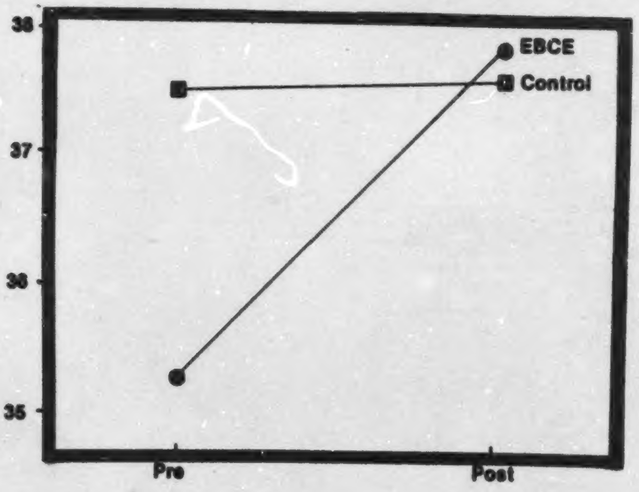

Figure 1: CMI General Knowledge

Further analysis using 2 x 2 ANOVA with repeated measures revealed a significant groups x pre/post interaction ($p < .01$). This interaction is dipected in figure 1 of Appendix C. Post hoc analysis of these interaction means using Tukey's HSD test revealed that the performance of control students was superior on the pre-test and that the EBCE students significantly improved their performance from pre- to post-testing and the EBCE versus control comparison on the post-test was also nonsignificant. The obvious implication from this analysis is that the demographics of the groups were not similar.

On the CMI-Knowing Yourself Sub-Scale the pre-test to post-test gain score means and standard deviations were .23 and 3.45 for the EBCE students and .31 and 3.59 for the control students. The t-test was nonsignificant ($t = .09$, $p > .10$). The 2 x 2 ANOVA revealed a significant main effort for the Groups variable with the control student being superior.

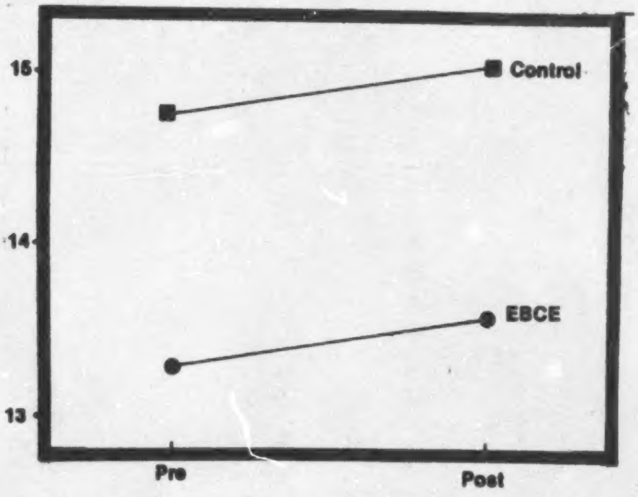

Figure 2: CMI Knowing Yourself Sub-Scale

On the CMI-Knowing About Jobs Sub Scale the pre to post-test difference score means and standard deviations were 1.58 and 4.28 for the EBCE students and .28 and 2.74 for the control students. The t test was significant ($t=2.14$, $df=76$, $p<.05$). The 2 x 2 ANOVA revealed a significant main effect for the pre/post variable with post-test performance being superior.

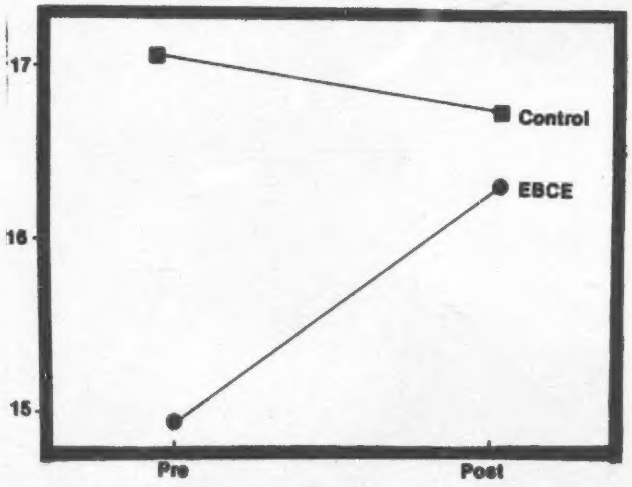

Figure 3: CMI Knowing About Jobs Sub-Scale

On the CMI-Choosing a Job Sub-Scale the pre- to post-test difference score means and standard deviations were .10 and 3.04 for the EBCE students and 0 and 4.35 for the control

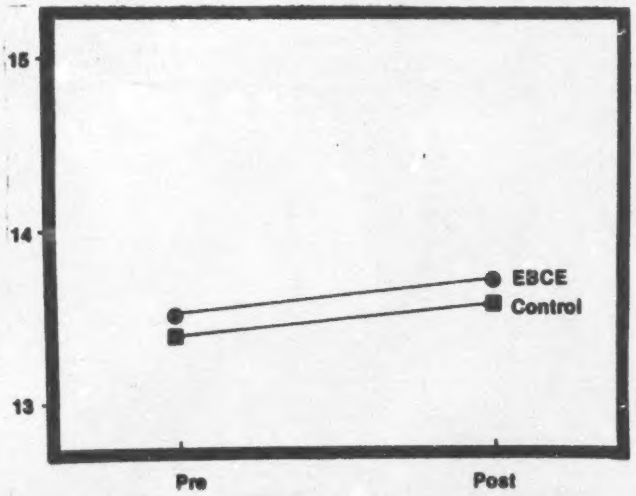

Figure 4: CMI Choosing a Job Sub-Scale

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students. The t test was nonsignificant (t=.08). Both of the main effect and the interaction F-ratios resulting from the 2 x 2 ANOVA were also nonsignificant.

On the CMI-Looking Ahead Sub-Scale the pre- and post test difference score means and standard deviations were .73 and 4.08 for the EBCE students and .11 and 3.86 for the control students. The t test was nonsignificant (t=.58). However, the 2 x 2 ANOVA revealed a significant mains effect for the Groups variable with the control students being superior.

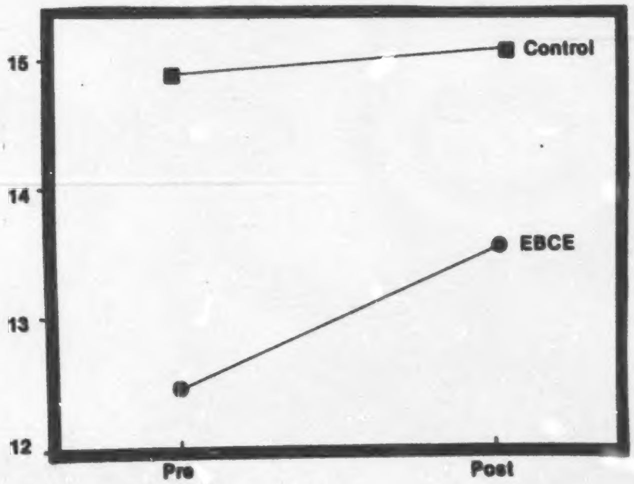

Figure 5: CMI Looking Ahead Sub-Scale

On the CMI-What Should They Do Sub-Scale the pre- and post-test difference socre means and standard deviations were .68 and 3.29 for the EBCE students and 1.76 and 3.45 for the control students. The t test was significant. The 2 x 2 ANOVA revealed a significant Groups x pre/post interaction. Subsequent analysis revealed that the control students were superior to the EBCE student on the pre-test but not significantly different in the performance of the control students from pre- to post-testing the pre- versus post-test difference for the EBCE students was nonsignificant.

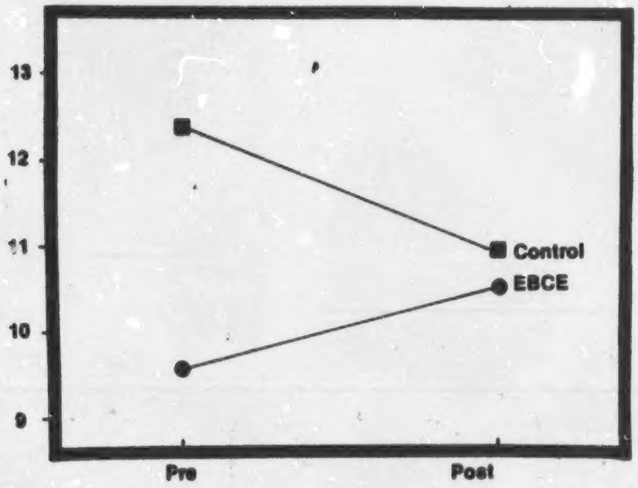

Figure 6: CMI What They Should Do Sub-Scale

Perhaps the most significant result from the data analysis was relative to the personal growth assessment measured using Rotter's I-E Scale. The pre- to post-test difference score means and standard deviations were .66 and 3.42 for the EBCE students and 1.16 and 2.62 for the control students. The t test was significant. (t=2.86, p < .01). The 2 x 2 ANOVA revealed a significant main effect for the groups variable

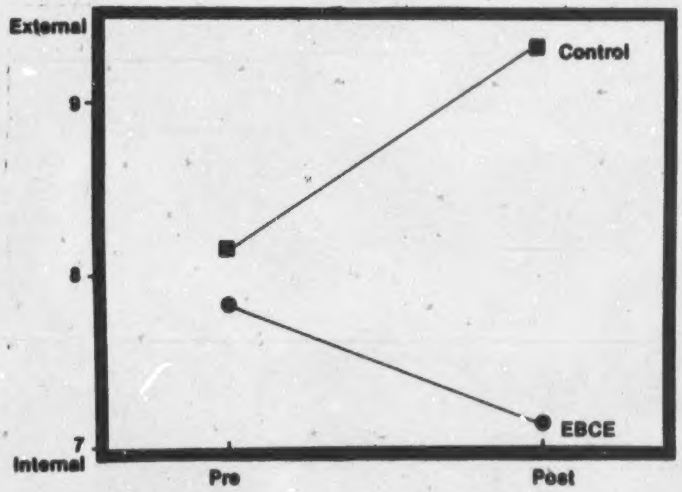

Figure 7: Rotter's I-E Scale

and a significant interaction between Groups x pre/post. Tukey's post hoc test revealed a single significant comparison between EBCE and control on the post-test.

The overall importance of the result will become apparent if you reference figure 7 of Appendix C. The individual group means depicted here indicate that there was little or no difference between the EBCE and control students on the pre-test; however, on the post-test the locus of control is significantly more external for the control students. The significant interaction resulted since from pre- to post-testing the control student's locus of control became more external while the locus of control for EBCE students became more internal.

C. Analyze and summarize other project related data.

Findings:

On June 26-30, a workshop was held to disseminate information regarding the EBCE program to cooperative education teachers. Forty participatns were involved. A follow-up activity was held on July 18 at which time site analysis and job break downs were reviewed by participatns.

D. Compare project data with standarized national norms when applicable.

Findings:

After a careful analysis of the standardized test data, it was determine that national norms were not applicable to this evaluation.

V. PREPARATION OF REPORTS

A. Discuss findings of the evaluation team with the local project staff.

Findings:

The findings of the third party evaluation team were discussed with the local EBCE project staff on May 9, 1978. A follow-up meeting was held with the project coordinator and counselor on July 7, 1978.

B. Develop viable recommendations to be included in the evaluation report.

Findings:

Recommendations appear in this report.

CONCLUSIONS AND RECOMMENDATIONS

The third party evaluation team concludes that the project objectives were indeed met. Objective data relative to specified aspects of the program were monitored for results and stated in the findings. No attempt was made to measure objectively many of the interpersonal kinds of relationships as well as other areas in the affective domain.

The team observed that many of the positive outcomes of the project are not measured in the grant data presented. The staff was unanimous in their conclusions that many positive relationships relative to attitudes, feelings, mutual respect, trust, etc., were established between students and staff, as well as, among students. This was especially noted in the individual and group counseling sessions. We conclude that this could not have occurred without a very competent staff.

Other evidence to support the success of the project includes the handling of selected adults. Adults who achieved their objectives prior to the completion date were considered to be successful completers. The project personnel felt that no purpose could be served by retaining these clients in the program.

The fiscal and personnel management component of the program appears to be outstanding. The fiscal accounting meets the criteria of the objectives involved. The cohesiveness of the project personnel is indicative of a well managed organization.

The quantitative data utilized to determine program effectiveness is generally positive. The analysis of the test results includes both techniques and outcomes. In an attempt to achieve equivalent groups the control group used was composed of students who said they would volunteer to participate in an EBCE program if it were made available to them. The only conclusion which can be drawn from the analysis of the CMI data, however, is that these groups were not equivalent since marked and significant pre test deficiencies were observed. Given the nature of the control group (i.e. The Putnam City School System) the fact that the performance of EBCE students was elevated to a level where it was not significantly different at the end of the year is indicative of the success of the EBCE program. Considering the personal growth variable assessed using the Rotter I-E Scale the necessary equivalance of groups on the pre-post test was demonstrated. It is interesting that the most clear-cut and unambiguous results are also derived from the analysis of these data. Here we see that while students in the control group became more externally directed from pre-to post-testing, the EBCE students became more internally directed. These data then offer clear and substantial support for pre hypothesis that personal growth and locus of control are significantly affected by the EBCE experience.

The inference that can be made is that students moved from having others direct their decision making process (externally directed) to a point where they became more self-sufficient in this process (internally directed).

Based on our conclusions the third party evaluation team presents the following recommendations:

1. Continue the MBO System of Project Management
2. An effort should be made to use resource people who fully cooperate with the program requirements including areas such as completion of student evaluation forms and the provision of adequate supervision and guidance for each assigned student.
3. Based on the results of the Parent Opinion Survey, feedback to parents on student performance in the program, the amount of parent-staff contact, and the amount of parent-parent contact should all be increased.
4. As new materials and instruments may be added, these should continue to be screened and monitored as in 1977-1978.
5. That in the final reports of the EBCE program, case studies on a sample of the EBCE students be developed and reported to reveal the student affect and personal change dimensions of the project.
6. That a different school be selected from which the control group will be identified for the final year of the project. One should be selected which has more compatible demographics.
7. That future investigations be designed to assess the impact of each of the three components of the EBCE experience. It can be argued that personal counseling, learning management, and on site experience are three separate and distinct variables. While the first, and most important task, is to demonstrate an over-all effect for the EBCE experience it is absolutely essential that the relative contributions from each of the delineated variable, either alone or in combination, be assessed.

APPENDICES

Appendix A

Pre- and Post-Test Means and Standard Deviations

CMI - General Knowledge

		Pre	Post
EBCE	$\bar{X}$	35.20	37.85
	S	5.00	5.10
Control	$\bar{X}$	37.41	37.47
	S	4.79	6.15

CMI - Knowing Yourself

		Pre	Post
EBCE	$\bar{X}$	13.22	13.45
	S	4.45	4.51
Control	$\bar{X}$	14.64	14.94
	S	2.50	3.07

CMI - Knowing About Jobs

		Pre	Post
EBCE	$\bar{X}$	14.88	16.47
	S	4.43	3.46
Control	$\bar{X}$	17.0	16.72
	S	2.85	2.72

CMI - Choosing A Job

		Pre	Post
EBCE	$\bar{X}$	13.47	13.57
	S	3.69	3.64
Control	$\bar{X}$	13.35	13.35
	S	2.71	3.62

CMI - Looking Ahead

		Pre	Post
EBCE	$\overline{X}$	12.45	13.18
	S	4.53	4.18
Control	$\overline{X}$	14.88	15.0
	S	3.82	2.57

CMI - What Should They Do

		Pre	Post
EBCE	$\overline{X}$	9.46	10.15
	S	3.38	1.82
Control	$\overline{X}$	12.17	10.41
	S	1.82	4.42

Rotter's I-E Scale

		Pre	Post
EBCE	$\overline{X}$	7.79	7.13
	S	3.85	3.21
Control	$\overline{X}$	8.14	9.31
	S	3.33	3.83

Appendix B

Analysis of Variance Summary Tables

CMI - General Knowledge

Source	SS	df	MS	F
Groups	38.04	1	38.04	.88
Error	4061.2	94	43.02	
Pre/Post	135.00	1	135.00	11.75*
Groups x Pre/Post	75.73	1	75.73	6.59*
Error	1079.77	94	11.49	

$p<.01$

CMI - Knowing Yourself

Source	SS	df	MS	F
Groups	95.70	1	95.70	3.87*
Error	2326.04	94	24.75	
Pre/Post	3.25	1	3.25	.52
Groups x Pre/Post	.06	1	.06	.00
Error	589.19	94	6.27	

$p<.05$

CMI - Knowing About Jobs

Source	SS	df	MS	F
Groups	38.96	1	38.96	1.96
Error	1509.63	76		
Pre/Post	51.92	1	51.92	6.37*
Groups x Pre/Post	23.98	1	23.98	2.97
Error	619.09	76	8.15	

$p<.01$

CMI - Choosing A Job

Source	SS	df	MS	F
Groups	.71	1	.71	.04
Error	1473.73	75	19.65	
Pre/Post	.23	1	.23	.04
Groups x Pre/Post	.06	1	.06	.01
Error	439.7	75	5.86	

CMI - Looking Ahead

Source	SS	df	MS	F
Groups	125.37	1	125.37	4.82*
Error	1974.86	76	25.98	
Pre/Post	13.56	1	13.56	1.63
Groups x Pre/Post	2.68	1	2.68	.32
Error	632.76	76	8.33	

$p < .05$

CMI - What Should They Do

Source	SS	df	MS	F
Groups	58.49	1	58.49	2.74
Error	1601.51	75	21.35	
Pre/Post	.79	1	.79	.13
Groups x Pre/Post	39.69	1	39.69	6.98*
Error	426.02	75	5.68	

$p < .01$

ROTTER I-E Scale

Source	SS	df	MS	F
Groups	70.34	1	70.34	3.45*
Error	1835.72	70	20.39	.03
Pre/Post	.14	1	.14	7.29*
Groups x Pre/Post	36.58	1	36.58	
Error	451.78	90	5.02	

$^*p < .05$

$^{**}p < .01$

APPENDIX C

May 22, 1978

TO: Dr. J.W. Weatherford, Chairman
Dr. Bob Brown
Dr. Mike Knight
Dr. John Westerman

FROM: Dr. Edgar Petty and Ms. Brenda Bryan

RE: Third Party Evaluation Visit to EBCE, Tuesday, May 16, 1978.

Conference with Dr. Sam Fluck on the counseling aspects of the EBCE program. During this conference, the following points were noted:

3 f.1. The use of case studies to report affect changes in participants which are not measured by the instruments administered pre and post in the EBCE program. It was agreed that an Ex post facto approach be taken in selecting the various attitudinal changes to be presented. The following classifications for grouping and selecting representative sample was discussed.

(1) The participant, who before the EBCE experience revealed a lack of interest in school, as observed in irregular attendance and low grades in regular class activity.

(2) The participant, who before the EBCE experience revealed an aptness for academic success observed in grades and school attendance.

(3) The participant, who at the time of entering EBCE had a learning disability as observed in specific learning problems diagnosed.

(4) The participant, who at the time of entering EBCE was passive in interacting with others in more formal group situations as observed in low or no participation in counseling group.

(5) Any other participant classification showing affect change specific enough to be noted.

2. What to include in these case studies to reveal the nature and extent of change in participant affect?

(1) Interview notes taken from tape recording of the participant at the entry into the EBCE program.

(2) Observational notes developed by the counselor in the group sessions over the nine-month period.

(3) Conference notes recorded by the counselor based on what the L.C.'s observed in the participant during interviews and site visits.

(4) Exit interview notes taken from tape recording of the participant at the closing group session.

(5) Any other information received and documented as to source.

3. A review of the strategies for counseling in group sessions was conducted--see publication for specific strategies. Generally, these strategies address themselves to:

(1) Career information
(2) Values clarification
(3) Decision-making
(4) Self-image
(5) Non-traditional work roles
(6) Group interaction experiences

4. Importance of the counseling component was discussed and the group and individual sessions were reviewed. Also, it was noted that the learning coordinators consult with the counselor about the students giving feedback on the effect of the group sessions. The importance of all personnel in the EBCE program is seen in that each makes an effort to become an important person to the young persons with whom they work. Positive regard, empathy, being real, and concreteness exemplify the relationships observed.

STUDENT OPINION SURVEY

EBCE Program Participants

This questionnaire is designed to help evaluate the EBCE project from your, the participants, persepective. Your cooperation in answering each question is greatly appreciated.

Using a number 2 lead pencil, please place all answers on the separate answer sheet provided. The question numbers on the answer sheet sequence across the page.

Select option "1" if you agree with the statement or desire to answer yes.
Select option "2" if you disagree with the statement or desire to answer no.
Select option "3" if you do not know the answer.

Your honest response will help in developing the program. Best wishes in your future endeavors.

A. VERIFICATION

	1	2	3	
1.	95	4	0	Did you have an orientation session to EBCE?
2.	100	0	0	Did you have a Learning Coordinator?
3.	93	6	0	Was an individualized plan developed for you including specific activity sheets?
4.	95	4	0	Did you have an opportunity to choose the specific careers you wanted to experience?
5.	95	4	0	Could you choose from a variety of experience sites?
6.	14	85	0	Was your choice of sites limited by whether you were male or female?
7.	98	1	0	At the experience sites, did you have an opportunity to observe the Resource Person at work?
8.	93	4	0	At the experience sites, did you have an opportunity to perform tasks which required no special skills?
9.	81	15	1	At the experience sites did you have an opportunity to perform tasks which required special skills?
10.	89	10	0	At the experience sites did you have an opportunity to obtain special demonstrations or tutoring from the resource person?

11.	92	3	4	Did the Learning Coordinator make visits to your experience site?
12.	90	6	1	Did you and the Learning Coordinator jointly evaluate your experiences at the site?
13.	95	1	1	Has your Learning Coordinator helped you develop your individual activity sheets each week?
14.	98	1	0	Were there weekly counseling sessions?

B. ATTITUDE

15.	89	6	3	Do you feel that the Learning Coordinator has helped you to better understand your goals, interests, abilities, needs and values?
16.	96	1	0	Have you been placed at appropriate sites based on your goals, interests, abilities, needs and values?
17.	78	15	3	Could a male or female perform the job requirements equally well at all the sites you have visited?
18.	84	10	3	Do you think you are acquiring "life-long" skills, (i.e., job-seeking skills, job coping skills, keeping and advancing in a job, specific skills, contacts, etc.?)
19.	92	4	1	Has the EBCE program had a positive effect on your attitude toward workers?
20.	95	3	1	Has the EBCE program had a positive effect on your attitude toward taking a position in the world of work?
21.	92	4	0	Have you gained a better understanding of the world of work through the EBCE project?
22.	96	1	1	Have you been treated as an individual in this project?
23.	90	7	1	Do you think you clearly understand the program?
24.	81	14	4	Has the EBCE program helped you in career decision making?
25.	93	1	1	Would you recommend to your friends that they enroll in the EBCE program?

C. OPEN RESPONSES

Please answer "Yes" (option 1), "No" (option 2) or "Do not know" (option 3) on the answer sheet provided for questions 26-31. Then, on the blank sheet of paper, explain your answer on each of the questions, including question 32. Number of the blank sheet each of the responses you write.

	1	2	3	
26.	92	1	1	Have you been treated acceptably at the experience sites?

Treated well at most sites. -8
Made me feel as a friend. -1
Acted as if I wasn't there. -1
Never planned anything. -1
Treated me rudely -1
Made it clear they were doing me a favor -1

	1	2	3	
27.	93	0	1	Have you been treated acceptably at the EBCE sites?

Treated as individual. -4
Atmosphere great. -1
Learning Coordinator was very nice. -1

	1	2	3	
28.	87	4	3	If you had the opportunity to begin this year again, would you still enroll in the EBCE program? Why or why not?

Time was worthwhile and educating -10
Learned what you want to do in future -8
Liked program. -5
Learned about world-of-work -5
Learned about people -4
Learned more than at school -3
Helped me -2
Learned about myself. -2
Would like to know more about program. -1
Not enough sites. -1
Should be able to attend H.S. activities. -1

	1	2	3		
29.	87	3	1	Have your experiences as the site or sites been worthwhile?	
				Helped me.	-2
				Aided in decisions about the future.	-1
				Helped me to understand things I didn't know.	-1
				Learned what "working" is all about	-1
				Got what I wanted	-1
30.	92	1	1	Do you think the weekly counseling sessions were worthwhile? Why or why not?	
				Learned about myself.	-11
				Learned about others	-9
				Shared experiences with others	-9
				It was fun.	-4
				Learning experience.	-3
				Gave me a chance to talk.	-3
				Learned about different job sites.	-3
				Attitude was improved.	-2
				Made me aware of values.	-2
				Exposed me to kids with different views.	-1
				Learned to feel more at ease.	-1
				Made more friends	-1
				Learned to communicate with people	-1
31.	92	1	1	Has the EBCE program been worthwhile to you?	
				Aided in career choice.	-6
				Discovered values.	-2
				Learning experience.	-1
				Enjoyed individual talks.	-1
				Helped me.	-1

32. Why did you enroll in the EBCE program?

Decide on career. -26
Learn about different careers -7
Learn about my abilities, values, and/or interests. -4
Wanted to see "work world". -2
Didn't want a job, I didn't like.
Learn about myself. -1
Friend suggested it. -1
Thought it would be fun. -1
Counselor suggested it. -1
Find out what the program was. -1
Learn more about the career I had chosen. -1
Saw a film at school. -1
Thought it would be different -1
To meet different people. -1
Wanted to do something of value in Senior Year. -1

Parent Opinion Survey

This survey is meant to give you an opportunity to express your opinions about the Experience-Based Career Education Program your son or daughter has been participating in. Most of the questions are to be answered on a scale of numbers from 1 to 5. The phrases at the top and bottom of each set of questions indicate what the scale means. A 1 may mean something like "definitely No"; if you feel strongly that the answer is Yes, then you should circle the 5. The numbers in between (2,3,4) indicate an opinion somewhere in between "Definitely No" and "Definitely Yes". Some scales have different phrases, but they all work the same way.

Read the phrase above the numbers so you know what the scale means, then read each question, and circle the number which is closest to your opinion. There are no right or wrong answers; your thoughts and feelings are the important things in this survey. The answers parents give will help determine how well the program is doing now and improve it in the future. Remember to circle a number for each item. Thank you for taking the time to fill out this survey.

PARENT OPINION SURVEY

1. How well does the EBCE Program compare overall with the past school experiences of your daughter or son?

Much Worse				Much Better
1	2	3	4	5
		5	13	26

2. If you had it to do over again, would you want your son or daughter to participate in the EBCE Program?

Definitely NO				Definitely YES
1	2	3	4	5
2	1	2	5	34

3. How well do you think your son or daughter likes the EBCE Program compared with past school experiences?

Much Worse				Much Better
1	2	3	4	5
	1	5	8	30

4. Have you received enough information about your son's or daughter's progress in the EBCE Program?

Definitely NO				Definitely YES
1	2	3	4	5
4	5	9	14	12

5. In comparison with regular schools, how much opportunity did the EBCE Program provide your daughter or son for learning about occupations?

Much Less				Much More
1	2	3	4	5
	1	1	3	39

6. What effect, if any, has the EBCE Program had on helping your son or daughter form career plans?

Definitely Bad				Definitely Good
1	2	3	4	5
1	2	6	11	24

7. In comparison with past experiences in regular schools, how motivated is your duaghter or son or learn in the EBCE Program?

Much Less		About the Same		Much More
1	2	3	4	5
		6	9	25

8. How often does your son or duaghter talk to you about what's going on in the EBCE Program?

Almost Never				Almost Daily
1	2	3	4	5
1	5	6	9	23

9. About how often have you had any contact with any EBCE Program Staff members?

Almost Never				Very Frequently
1	2	3	4	5
20	7	8	8	1

10. How many meetings have you attended during this school year where other parents of EBCE students were present?

None	1	2	3	4 or more
28	14		2	

11. How would you rate the general quality of the EBCE Program staff?

Poor				Excellent	
1	2	3	4	5	None- 2
		4	17	21	

12. How would you rate the business or community resources available in the EBCE Program?

Poor				Excellent
1	2	3	4	5
		4	22	18

13. What do you think of the occupational plans of your daughter or son?

a. _______ There aren't any firm plans yet.

b. _______ The plans should be changed.

c. _______ The plans seem to be good.

d. _______ We haven't really had a chance to discuss the plans.

14. What do you think your son or daughter will be doing a year after high school?

a. _______ Working

b. _______ Attending some kind of college

c. _______ Going to a business or trade school

d. _______ Military

e. _______ Other (please specify) ______________________________

15. How did you first hear about the EBCE Program?

____

16. What kinds of students do you think benefit most from the EBCE Program?

____

17. What do you think are the greatest weaknesses of the EBCE Program?

____

____

____

____

18. What do you think are the greatest strengths of the EBCE Program?

____

____

____

____

19. What positive changes have you noticed in your son or daughter that might be a result of participation in the EBCE program?

____

____

____

20. What negative changes have you noticed in your son or daughter that might be a result of participation in the EBCE Program?

____

____

____

15. How did you first hear about the EBCE Program?

From my son/daughter - 36
The School - 6
Friends of son/daughter - 2

16. What kinds of students do you think benefit most from the EBCE Program?

All students - 10
Students who are undecided about future plans - 9
Motivated students - 4
Students going into the work force rather than college - 4
Students with drive - 3
Students not inclined toward book learning - 3
Unmotivated students - 2
Students who haven't worked before - 1
Ambitious, mature, and aggressive students - 1
Non-traditionally oriented college-prep students - 1

17. What do you think are the greatest weaknesses of the EBCE Program?

There are none - 14
Transportation - 5
Lack of communication with parents - 4
Not enough variety in the community resources - 4
Sites using students for general labor - 1
Separates students from his/her home high school - 1
Non-flexibility regarding student illness - 1

18. What do you think are the greatest strengths of the EBCE Program?

The ability to explore a variety of careers - 9
The enthusiasm and concern of the staff - 9
Meeting the public - 4
Exposure to the world of work - 3
Facility for career planning - 1
Practical experience - 1
Good counseling - 1
Motivates students - 1
Gives meaning to school - 1
Individualized learning - 1
Students become more independent - 1
Shows, the student his/her strengths and weaknesses - 1

19. What positive changes have you notices in your son or daughter that might be a result of participation in the EBCE Program?

More self confidence - 8
Has made a career decision - 6
Happier - 3
Communicates better and more frequently with us - 3
Better motivation and interest - 3
Attends school with more regularity - 2
More aware about himself - 1
More mature - 1
Takes more pride in his achievements - 1
More tolerant of others (both in family and out) - 1
Ability to work with all kinds of people and enjoy it - 1
More concerned about future - 1
Improved listening skills - 1
Respects people in all careers - 1
He is taking more time to make a career decision - 1
Wants a career that is both personally satisfying and financially rewarding - 1
Our daughter has made a complete turn-around in her personal life this year - 1

20. What negative changes have you noticed in your son or daughter that might be a result of participation in the EBCE Program?

None - 16
He wants to quit working for me - 1